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ABSTRACT

This final evaluation report describes and summarizes the evaluation findings for the 1976-77 school year of the Northwest Regional Education Laboratory (NWREL) Experience-Based Career Education (EBCE) Program. Following an executive summary, the report is organized into five chapters, plus a separate volume of appendixes. Chapter I summarizes the purposes and contents of the report. Chapter II describes the pilot sites' students, staff, communities and community resource persons, lists evaluation questions, summarizes the evaluation design and analysis procedures used, and summarizes the evaluation findings. Chapter III summarizes the partial evaluation of the fifth year of operation of the EBCE demonstration. Chapter IV briefly describes part D of the Exemplary Program amendments to the Vocational Education Act (VEA) involvement with EBCE and summarizes project implementation at twenty-three sites using the NWREL EBCE model. The final chapter covers procedures used in evaluating new EBCE materials developed by NWREL, NWREL site training and technical assistance, and state strategies for implementing EBCE. The pilot site evaluation design and tabulated responses to various questionnaires are included in the appendixes. (JH)

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FY 77

FINAL EVALUATION REPORT
OF THE NWREL
EXPERIENCE-BASED CAREER EDUCATION PROGRAM

Submitted to the

National Institute of Education
of the
Department of Health, Education and Welfare

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Prepared by

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Education and Work Program

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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EXECUTIVE SUMMARY

Introduction

This report describes the evaluation of Experience-Based Career Education (EBCE) conducted during the 1976-77 school year by the evaluation unit of the Education and Work Program at Northwest Regional Educational Laboratory (NWREL). EBCE is a comprehensive, individualized career education program that integrates a high school student's learning of Basic Skills, Life Skills and Career Development through work and learning experiences in the community. The report includes findings from the evaluation of the five NWREL Experience-Based Career Education (EBCE) pilot sites, with lesser attention given to evaluation of the EBCE demonstration site; Part D, VEA implementation of EBCE; and NWREL new materials, training, and state strategies for implementing EBCE.

Audiences

This report is intended for the National Institute of Education, sponsor of EBCE research and development; educators in districts that have recently adopted EBCE; personnel associated with $(CE)_2$ and the pilot sites from whom data were collected; educational researchers; and all persons interested in career education and alternative educational programs.

Description of EBCE

Experience-Based Career Education is "an operational expression of the conviction that a comprehensive curriculum exists outside the walls of the school. It assumes that the educational environment can be restructured to take maximum advantage of both the value of direct experience and the special capabilities of community institutions in helping young people prepare for adult responsibilities."[1]

A primary goal of the EBCE program has been to integrate a student's exploration of various careers with the acquisition of cognitive, interpersonal and affective skills through a series of planned experiences with identified learning outcomes.[2] Individual students are encouraged to assume responsibility for their own learning.

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[1] Hagans, Rex W. "What is Experience-Based Career Education?" Illinois Career Education Journal, Spring 1976, 33:6-10.

[2] A 12-page program overview of EBCE is available by writing to Career Education Program Director, NWREL, 710 S.W. Second Avenue, Portland, Oregon 97204. This overview describes what is unique about EBCE, what students learn, how they learn and how EBCE relates to the employers and the community.

Four characteristics, taken together, make EBCE different from other alternative or career education programs:

1. The learning program evolves from adult activities in the community. It is reasoned that learning activities based directly on adult tasks and roles in the community will be recognized as more relevant by young persons preparing for the transition to adulthood.

2. The program is based on experiential learning, actively involving students in the daily work of community life. This "hands-on" approach to learning, long recognized as an effective learning strategy, is an important feature of a comprehensive EBCE program.

3. The EBCE curriculum is fully integrated. EBCE Salespersons do not breakdown sales presentations into isolated components of grammar, vocabulary or psychology. Similarly, EBCE applies no artificial distinctions among the curricular disciplines.

4. EBCE is fully individualized. The learning goals and strategies are varied to meet the needs, interests and abilities of each student.

Summary of Pilot Site Findings

Under direction from the National Institute [illegible]cation (NIE) the evaluation emphasis for the 1976-77 school yea[illegible]as on the program and student outcome effects of EBCE pilot sites[illegible] the second or third year of operation. Three of the NWREL E[illegible] pilot sites--Kodiak, Alaska; Colville, Washington; and Kennewick, Washington--were operating in their second year. Hillsboro, Oregon was in its third year and Jefferson County, Colorado began the program only in the spring semester of 1977.

Pilot sites in their second or third year were considered to have had time to stabilize; therefore, it was believed that their outcome effects would represent what EBCE could accomplish once established. A key point of interest: these pilot sites were funded through local district money and operated without control from NIE or NWREL.

During the 1976-77 school year the average number of students in each EBCE program ranged from 20 in Colville to 59 in Hillsboro. Except for Hill boro, all sites had more girls than boys participating. At Colville and Jefferson County the number of girls was double that of boys. Most students were in the eleventh or twelfth grades; however, Hillsboro had a substantial proportion of students in grades nine and ten. The number of project staff per site ranged between two and six. Each project had between 55 and 120 community employer sites participating in the program.

Pilot site evaluation was guided by a common design developed jointly by NWREL and site staff. This design provided for data collection through a set of evaluation questions. While NWREL provided the evaluation instruments, data analysis and reporting, individual pilot sites handled data collection. Separate evaluation reports were published for each pilot site. However, some common findings among the pilot sites are presented here.

Program Fideltiy

1. Pilot site programs maintained high fidelity to the EBCE concept developed by the Northwest Regional Educational Laboratory. Changes made within the program were consistent with the philosophy of EBCE.

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[1]Pilot sites are school districts which agreed to operate a full EBCE program with local funding. These sites received NWREL training and technical assistance in return for access to evaluation data and the opportunity to observe their project.

Career and Educational Decision Making

2. On the New Mexico Career Oriented Activities Checklist, which records student experiences in relation to a variety of career and educational decisions, pre- to posttest changes were statistically significant at two of the four sites, and would have been so at the third site had the number of students participating in EBCE for the year been greater.

3. At the beginning of the school year 24 percent of the new EBCE students indicated that they had no idea what education or career they would be pursuing one year after graduation. By the end of the school year, all but 5 percent of the EBCE students had post-secondary plans while 8 percent of the comparison group still lacked such plans.

4. In May, students in EBCE and in comparison groups at four sites were asked to identify two careers of potential interest. Ninety-five percent of the EBCE students reported having observed or worked at one or both of the jobs listed, whereas only 72 percent of the comparison group students had observed or worked at one or both jobs they listed. When asked what influenced their choice of potential careers, 69 percent of the EBCE students and 9 percent of the comparison group students indicated being influenced by observing or working at particular careers.

5. Students in EBCE and comparison groups at four sites were asked on a Student End of Year Questionnaire to rate (on a five point scale) how helpful they felt their EBCE/school experiences for that year had been. EBCE students gave significantly higher ratings (at the .05 level) in learning: (1) what to look for in considering a job (at four sites); (2) how to select a career that meets one's interests and abilities (at three sites); (3) what resources to use in gathering information for work and decision making (at three sites); what basic skills proficiencies are required for various jobs (at two sites); and (5) how to find and keep a job (at two sites).

Basic Skills

6. A program goal states that EBCE students will improve in basic skills such as reading and arithmetic, and do at least as well as students not in the program.

   To determine whether this goal was being met, the Comprehensive Test of Basic Skills was administered on a pre-posttest basis to EBCE students at three of the five pilot sites. Student scores increased at each site. An analysis of covariance revealed statistically significant growth in reading vocabulary and language mechanics at one site, in reading comprehension at another site, and in language expression and arithmetic computation at the third site. Data from the prior year also

indicated that students' basic skills achievement showed some growth as a result of participating in EBCE. In fact, significant growth above that of the comparison groups was noted in a few areas.

Life Skills and Competencies

7. A comparison between posttest scores of EBCE and comparison group students indicated no significant differences on the Life Skills Attitudes measure. A significant difference in favor of the EBCE students was found, however, on the Experience Checklist, a self-report survey of survival skill competencies. At least 20 percent more EBCE than comparison group students had experience in: (1) balancing a checkbook, (2) comparing various health and life insurance plans, (3) completing an income tax form, and (4) planning a personal or household budget.

Students Perceptions of Their Educational Experiences

When asked on the Student End-of-Year Questionnaire "How would you rate the overall quality of your EBCE (or regular high school) program?" on a scale from 1 (poor) to 5 (excellent), EBCE students rated their program statistically higher than did the comparison group at all four pilot sites having a comparison group. Students were also asked to rate the extent to which their year's experiences had been of assistance to them. Significant differences were found in favor of EBCE students at three out of four sites regarding: (1) learning what to look for when considering a job, (2) gaining confidence in one's ability to apply basic skills to complete tasks and to solve problems, and (3) becoming acquainted with a broad range of resources to use in gathering information for work and decision making.

Students' Motivation to Learn

9. On the Student End-of-Year Questionnaire, EBCE students were asked, "In comparison with past experiences in the regular high school program, how motivated are you to learn in EBCE? Across the five sites approximately 77 percent of the students said they were more motivated to learn in EBCE. Sixteen percent reported comparable motivation, and eight percent felt they were less motivated to learn.

Communications with Adults and Accepting Adult Responsibilities

10. Students in EBCE and in the comparison groups were asked to rate the helpfulness of their EBCE (or regular school) program experiences in assisting them to communicate comfortably with adults. EBCE students at all four sites rated their program higher than did the comparison group students. These differences were statistically significant at two of the four sites. At three sites EBCE was rated significantly higher than the regular program in preparing students to take responsiblity for their own actions.

Role of the Community Resource Persons

11. Community resource people--some self-employed, some from agencies of over 1,000 employees--worked with EBCE students on career explorations generally involving from several days to a week; and on learning levels of several weeks' duration or more, where students worked on a project or obtained a more in-depth view of an occupation or industry. Responses from 180 community resource persons at five EBCE sites indicated an average of 4.3 to 9.3 hours per week working with students on career exploration, and an average of 5.2 to 8.4 hours per week working with students on learning levels. Over half of the community resource people indicated spending time talking about job opportunities and activities at their site, and supervising students on job-related tasks. At least 20 percent of the employers also talked with students about personal problems, helped plan student assignments and evaluated individual students' assignments.

Staff Perceptions

12. When asked to name areas in which students made the most growth, staff most often mentioned learning about a variety of career options, gaining self-confidence, learning the importance of dependability, and learning about themselves and how they as students related to adults and to their peers. The staff perceived greater student growth in career development and life skills than in basic skills.

Student Perceptions

13. In May, EBCE students completed a Student End-of-Year Questionnaire covering their perceptions of the program. In general, students felt their EBCE experiences had helped them mostly in feeling prepared to accept adult responsibilities, learning what to look for when considering a job, learning the basic skills necessary for the careers that interested them, getting along with others, learning how to find and keep a job, learning how to match their interests and abilities with potential careers, communicating comfortably with adults, and understanding themselves. They felt EBCE had helped them less in improving math skills, understanding the democratic process, understanding the role of science in our society, and improving reading and writing skills although these areas with the exception of understanding the democratic process were still rated higher by EBCE students than were done by comparison group students.

14. When asked how they would rate the overall quality of their EBCE program, 20 percent rated it average, 76 percent good or excellent and 4 percent poor. Seventy-four percent of the students felt they could not. The rest were not sure. In comparison with

their regular high school program, 90 percent of the students felt that EBCE provided them more opportunity to learn about occupations and 62 percent felt it provided them with more opportunity for general learning. Only 9 percent felt EBCE provided less opportunity for general learning.

Parents' Perceptions

15. NWREL staff also analyzed questionnaire responses from 45 parents at three pilot sites. When asked "How well do you feel the EBCE Program compares overall with the past school experiences of your daughter or son?" 12 percent indicated it was about the same and 86 percent labeled EBCE better or much better. Eighty-six percent of the parents indicated that if they had it to do over again, they would still want their sons or daughters to participate in EBCE; only 7 percent said they would not. All but 9 percent of the parents felt they were adequately informed about their son or daughter's progress in the EBCE program. Eighty-six percent of the parents felt EBCE had a positive effect in helping their daughters or sons form career plans.

16. According to 27 percent of the parents, their sons or daughters almost never talked at home about what was going on in regular classes before entering EBCE. Only 5 percent of the parents reported that EBCE youngsters almost never discussed activities in the EBCE program. In fact, 36 percent of the parents indicated their children discussed EBCE activities almost daily at home while only 2 percent of the parents made similar reports concering their children when they had been in regular classes the prior year. This finding seems especially important in light of the recent concerns expressed by educators and the general public alike regarding the communication gap between teenagers and their parents.

17. Half or more of the parents attributed the following changes in students' behavior to participation in EBCE: (1) greater self-confidence, (2) better understanding of jobs, and (3) increased ability to relate to others. The only negative changes noted by more than three parents were (1) students' becoming more critical of others (indicated by six parents) and (2) students becoming less interested in education (five parents).

Perceptions of Community Resource Persons

18. On the May questionnaire, community resource people were asked "Would you recommend to a potential employer or resource person that he/she also become involved with the program?" 95 percent said yes. Two-thirds of the community resource people also indicated that other personnel at their sites had positive

reations to their agency's participation in EBCE, and only one percent reported negative reactions. According to 56 percent of the community resource people surveyed, the biggest benefit to other employees at participating EBCE sites was their increased awareness of youth.

19. When asked if they planned to continue participating in the EBCE program next year, 93 percent of the community resource people said yes. The three major reasons given were that the program was worthwhile (86 percent) that participation was viewed as a community service (56 percent), and that the respondent liked the people involved. Community resource people felt students were able to learn things on job sites that they could not learn as well in a regular school classroom. Most frequently mentioned were first-hand knowledge of demands in a "real world" (86 percent), working were with other people (66 percent), on-the-job skills (58 percent), motivation to learn (51 percent), and self-discipline (46 percent).

Summary of Demonstration Site Findings

The EBCE program operated for its fifth year at the demonstration site in Tigard, Oregon called Career Experiences for Career Education $(CE)_2$. The findings are summarized here.

1. The Tigard $(CE)_2$ program has maintained high fidelity to the EBCE concept developed in conjunction with the Northwest Regional Educational Laboratory. The program is individualized, experience- and community-based, based upon the career activities of adults, comprehensive, and integrated. It places major emphasis on students' career development.

2. The program began the year with 31 juniors and 29 seniors from Tigard High School. Of the 29 seniors, 15 were in $(CE)_2$ for their second year. Interest in preparing for a job, desire to learn about careers and freedom to choose one's own activities were reasons cited most frequently by students for entering the program.

3. On the Student Attitude Questionnaire, $(CE)_2$ student scores were significantly higher than those of a comparison group of juniors and seniors from a social studies class at Tigard High School on attitudes related to decision making, peers and staff. Also, more $(CE)_2$ students than comparison students reported experience in 16 basic competencies. On the remaining three scales--career-oriented activities, school-related attitudes and life skill attitudes--$(CE)_2$ students scored slightly higher than the comparison group.

4. Students' career decisions were influenced by participation in $(CE)_2$. In May, students in $(CE)_2$ and the comparison group were asked to list two occupations of potential interest to them. Eighty-nine percent of the $(CE)_2$ students, as compared with 75 percent of the comparison group, had observed or worked at one or both of the jobs they listed. Sixty-three percent of the $(CE)_2$ students, as compared with 41 percent of the comparison group, reported that the steps to prepare for and enter the jobs of their choice were clear to them. Seventy percent of the $(CE)_2$ students and 40 percent of the comparison group indicated that experiences in observing or working at a job influenced their choice. Talking with people who worked at these jobs influenced 70 percent of the $(CE)_2$ students, and 8 percent of the comparison group students.

5. In general, $(CE)_2$ students felt EBCE was effective in helping them attain most program goals. They rated the program most effective (4 or higher on a 5-point scale) on helping them get along with others, learn how their interests and abilities fit into potential careers, learning what to look for when considering a job, understand themselves, use personal experience in making decisions, take responsibility for their own actions, develop the basic skills necessary for careers of interest, and prepare to accept adult responsibilities. Students felt $(CE)_2$ helped them somewhat less in improving their reading, math and writing skills. In rating 24 potential program benefits, $(CE)_2$ students were more positive than regular school students on 20 of 24 categories, and gave significantly higher ratings in 12 categories, including overall quality of the program.

6. In comparison with their past experience in the regular high school program, $(CE)_2$ students felt their $(CE)_2$ program gave them much greater opportunity for learning about occupations, motivated them more, and provided somewhat greater opportunity for general learning.

Part D Findings

Under Part D of the Exemplary Program amendments to the Vocational Education Act (VEA) of 1963, the U.S. Office of Education contracted with various educational agencies for demonstration of NIE's EBCE program. Program implementation checklists prepared by NWREL were completed and returned in May 1977 by each of the 24 Part D EBCE directors using the NWREL version of the program. Project directors viewed their programs as having highest fidelity to the NWREL EBCE model in terms of emphasizing career development and being experience-based, with curriculum centered around career activities of adults. Programs were viewed as less faithful to the model in terms of the degree to which they were community-based. Ratings in this category were lower because some sites did not have a functioning program advisory board and some did not provide organized training sessions for community resource persons. In many cases, orientation and training occurred on the first site visit. In general, most Part D sites adhered to the NWREL model, although wide variation was noted on some EBCE characteristics.

Student outcome data were collected by third party evaluators at most sites; NWREL is still receiving evaluation reports.

Other Areas of Evaluation

During the 1976-77 school year, the NWREL EBCE training and technical assistance staff provided services to many state and local educational agencies throughout the county. EBCE training was conducted by NWREL staff in 22 states with 32 state and local educational agencies. In addition, 33 different agencies in 15 states who were operating EBCE without NIE or Part D funds purchased training from NWREL. Training and technical assistance were also given to personnel in four states who worked to establish state networks for continuing and expanding the EBCE operations. Reaction to the presentations and usefulness of the information presented was very positive.

I. INTRODUCTION

Purposes and Content of the Report

This FY 77 final evaluation report describes and summarizes the evaluation findings for the 1976-77 school year of the Northwest Regional Educational Laboratory (NWREL) Experience-Based Career Education (EBCE) Program. The report focuses on findings from the evaluation of the five NWREL EBCE pilot sites[1] with lesser attention given to evaluation of the EBCE demonstration site[2] in Tigard, Oregon; EBCE implementation sites funded under Part D of the Vocational Education Act; and new NWREL EBCE materials, training and state strategies for implementing EBCE.

As a year-end report, this document is intended to serve four audiences. First, the EBCE operations staff may use portions of this report as feedback to continually improve their programs and to answer questions visitors might pose. Second, the NWREL EBCE implementation staff and practitioners considering the adoption of an EBCE program may use this information in making decisions about implementing the EBCE program in other settings. Third, school district personnel in districts where EBCE is now operational may use the evaluation report to increase their awareness of the program's effects. And finally, NIE, the U.S. Office of Education and the research and general education audiences may use the report to help them examine the program's effectiveness.

The report is organized into five chapters plus a separate volume of appendices. Chapter 1, "Introduction," summarizes the purposes and contents of this evaluation. Chapter II, "Evaluation of the Pilot Sites," describes the pilot sites' students, staff, community resource persons and communities; lists evaluation questions that guided this study; summarizes the evaluation design and instruments used; describes the data collection and analysis procedures used; and summarizes the evaluation findings.

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[1]Pilot sites are districts that have agreed to operate the NWREL EBCE program at their own expense with some technical assistance and training from NWREL.

[2]The demonstration site is the original EBCE project developed by NWREL in Tigard, Oregon; it is entitled Community Experiences for Career Education--$(CE)_2$.

Chapter III, "Evaluation of the Demonstration Site," summarizes the partial evaluation of the fifth year of operation of the EBCE demonstration. Chapter IV, "Part D," briefly describes Part D, VEA involvement with EBCE and summarizes project implementation at these 23 sites using the NWREL EBCE model. The final chapter, "Other Areas of Evaluation," covers processes used in evaluating new EBCE materials developed by NWREL, NWREL site training and technical assistance, and state strategies for implementing EBCE. The pilot site evaluation design and tabulated responses to various questionnaires are included in the appendices. Appendix A, "Pilot Site Evaluation Design" is especially useful to read since it contains a description of the evaluation instruments employed in this evaluation.

II. EVALUATION OF PILOT SITES

Description of Pilot Sites

During the 1976-77 school year, five pilot sites used the NWREL EBCE model. Individual pilot site reports describe each site in terms of the community, school, students and staff. Table 1 summarizes some important characteristics of the five sites, and permits comparisons in terms of the community, student population, staffing pattern, number and types of participating community/employer sites and location of program facility.

The Hillsboro, Oregon site was in its third year of operation at the time of the evaluation. Jefferson County, Colorado was in its first semester, and the other three sites were in their second year. The average number of students in each EBCE program ranged from 20 in Colville to 59 in Hillsboro. Except for Hillsboro, all sites had more girls than boys participating. At Colville and Jefferson County the number of girls was double that of boys. Most students were in the eleventh or twelfth grades; however, Hillsboro had a substantial proportion of students in grades nine and ten. The number of project staff per site ranged from two to six. Each project had between 55 and 120 community/employer sites participating.

For a more complete view of program characteristics at these sites, see Appendices B and C. See Appendix D for tabulations of the EBCE Student Application/Background Questionnaire.

Evaluation Questions to be Answered in the Evaluation

The 1976-77 pilot site evaluation focused on program implementation; student characteristics and outcomes; employers', students' and staffs' perceptions of the program. Basic questions addressed in the evaluation included the following:

1. To what extent did the pilot sites adhere to EBCE principles and procedures as developed by the Northwest Regional Educational Laboratory?

2. What were the characteristics of students who elected to enter EBCE?

3. To what extent did the students participate in the various EBCE learning activities?

4. To what extent did EBCE assist students in making career and educational choices?

5. Did EBCE students gain in basic skills achievement over the year?

6. How did the experiences of EBCE students compare with those of regular high school students in life skills and in self-reported mastery of survival skills competencies?

7. How did attitudes of EBCE students compare with those of regular program students regarding their educational experiences?

8. In what ways did community resource people help EBCE students?

9. To what extent did EBCE motivate students to learn?

10. To what extent did EBCE help students communicate comfortably with adults, and accept adult responsibilities?

11. What are last year's graduates of EBCE currently doing?

12. What were the perceptions of community resource people toward EBCE?

13. What were the perceptions of EBCE staff toward the program?

14. What were the perceptions of students toward EBCE?

15. What were the perceptions of parents toward EBCE?

16. What were considered the greatest strengths and the greatest weaknesses of EBCE?

17. How can the EBCE program be improved?

18. To what extent can EBCE operate in school districts under local control and still maintain program outcomes achieved at the demonstration site?

Answers to these 18 questions appear in the Evaluation Findings section of this chapter. A separate evaluation report was prepared by NWREL for each of the pilot sites.

Table 1

EBCE PILOT SITE DEMOGRAPHIC DATA

Pilot Site Description	Student Characteristics	Staffing	Community Sites	Location of Program Facility
Jefferson County Pomona Senior High School is one of 12 comprehensive high schools in Jefferson County School District. The school is located in Arvada, a Colorado suburban community of about 90,000.	39 seniors; 13 males and 26 females. Students admitted by self-referral or staff referral. Program began in second semester.	5 part-time professional staff consisting of: 1 team leader, 3 learning coordinators, 1 community coordinator and 1 full-time secretary	Approximately 70 employer/community sites with 125 instructors; professional, skilled and semi-skilled occupations represented.	Temporary classroom adjacent to Pomona Senior High School.
Colville Town of 4,500 in northeastern Washington--Rural, isolated.	20 students, grades 10, 11 and 12; cross section; 6 males, 14 females.	1 three-quarter time staff person combining roles of program director, learning manager, employer relations specialist. 1 full-time aide functioning as learning manager	Approximately 120 employer/community sites. Broad range (including forestry service and Spokane airport) offers nearly 300 careers from sheepshearing to mortician.	1 room in junior high school building connected by a covered walkway to the senior high school.
Hillsboro Town of 19,000 approximately 30 miles west of Portland.	59 students, grades 8 to 12; some potential drop-outs; 34 males, 25 females.	1 part-time project director 1 learning manager 1 community coordinator 1 student coordinator 1 aide	Approximately 55 employer/community sites--broad range.	2 rooms in senior high school building.
Kennewick City of 20,000 located in Mid-Columbia Basin of southeast Washington.	36 students, grades 11 and 12; cross section; 15 males, 21 females.	1 project coordinator/learning manager 1 learning manager/employer relations specialist 1 learning resource specialist/learning manager 1 secretary	Approximately 90--broad range including agriculture, transportation, food processing, Hanford Atomic Plant, construction industries.	Office space in downtown professional office building (program draws from two high schools).
Kodiak Borough of 8,400 located on an island off the southwest coast of Alaska.	39 students, grades 9 to 12; cross section; ethnic mix; 18 males, 21 females.	1 team leader 1 employer relations specialist 2 learning managers 1 secretary 1 tutor 1 van driver	Approximately 70 with 120 employer instructors. Broad range including Coast Guard.	Separate building on high school campus.

Evaluation Design and Instruments

Various evaluation instruments and procedures were used in obtaining information to answer these questions. Tests, student questionnaires, checklists, site observations, student interviews and questionnaires were all used to elicit the perceptions of staff, employers and students. A brief description of the evaluation procedures used to collect and analyze data appears in the next two sections of this report.

A pilot site evaluation design prepared by NWREL was agreed upon by the individual districts. The design describes purposes and audiences for the evaluation, minimal data to be collected, use of comparison groups, the evaluation instruments to be used, and the responsibilities of the district and the NWREL evaluation team. A copy of that evaluation design appears in Appendix A.

Since NWREL was to assess how districts would operate EBCE when free of obligations to NWREL or external funding agencies, it was expected that not all aspects of the NWREL design would be implemented by each site. Nevertheless, with the exceptions listed below, districts closely adhered to components of the evaluation design. None of the sites had a sufficiently large number of project applicants to allow random assignment of students to EBCE, or formation of a true control group. However, each site provided a posttest comparison group of regular high school students who had not participated in EBCE or a Cooperative Work Experience Program, and one site provided two additional comparison groups: a Cooperative Work Experience Group and a Health Careers Cluster of students who had spent time on community projects.

Since true control groups could not be formed, the evaluators collected, as baseline data, grade point averages and school attendance figures for EBCE and comparison group students during the previous year (or two years in the few cases where a student was in EBCE for the second year). These data were used to compare the characteristics of the students in both groups prior to EBCE, to determine whether posttest comparisons would be meaningful.

Two districts decided not to use the Comprehensive Test of Basic Skills as a posttest measure. One district had only eight students who remained in the program for the entire year, and in the other, over half the students had received top grade equivalent scores on the pretest and the program had only operated in the second semester. In addition, two sites decided not to use the Parent Opinion Survey, and one site lacked the testing time to use the Student Attitude Questionnaire as a posttest.

Data Collection and Analysis

As indicated in Table 2 of Appendix A, data were collected by project staff and sent to NWREL for analysis and reporting. Student testing was handled by project staff with previous experience in this area.

Optical Scan sheets were used to record responses to the Comprehensive Test of Basic Skills (CTBS) and Student Attitude Questionnaire (SAQ). Answer sheets were mailed to NWREL for machine scoring. All other instruments were keypunched, verified and analyzed by the NWREL Education and Work evaluation unit.

Descriptive statistics were prepared for all questionnaire data. In cases where a test was used on a pre-post basis, as was the Student Attitude Questionnaire, t-tests for correlated data were used for students taking both tests. In some instances, a multiple analysis of covariance was also conducted, with the pretest scores serving as covariates. Analysis of variance and some t-tests for independent data were used to compare certain posttest findings from the EBCE and comparison group students. The Statistical Package for Social Sciences (SPSS) computer programs, as well as Finn's Multivariance V program, were used for data analysis. Range checks were used to ensure the validity of responses and invalid responses were excluded from the analysis.

The Student End-of-Year Questionnaire included three open-ended items selected from the Career and Occupational Development measures recently released by National Assessment of Educational Progress (NAEP). These items, which had been used with 2,309 seventeen-year-olds in schools across the country, were included because they seemed to match some career development outcomes of EBCE. The open-ended responses were coded by NWREL using the same procedures employed by NAEP. To ensure that the same procedures were being used, a NWREL staff member scored a sample of the open-ended items, noted any discrepancies, then met with NAEP staff in Denver to discuss these issues.

Evaluation Findings

This section of the report summarizes findings in relation to the 18 evaluation questions listed earlier.

1. To what extent did the pilot sites adhere to EBCE principles and procedures as developed by the Northwest Regional Educational Laboratory?

   Two checklists were used by NWREL this year to determine the extent to which each of the pilot sites adhered to the NWREL EBCE model. The EBCE Essential Characteristics Checklist identifies basic policy and philosophical characteristics of an EBCE site.

The EBCE Process Checklist is designed to identify variations in operational procedures. This Process Checklist consists of four sections: (1) EBCE objectives, (2) management and organization processes, (3) curriculum and instruction processes and (4) student service processes. Each section in turn contains separate items. For example, on the item dealing with student projects, the project director was asked to check those life skill project areas that were part of the program, to identify whether each project area was required or optional, and to determine whether the project process differed from that of the NWREL model. The director was also asked to describe and present a rationale for any differences noted.

The EBCE Essential Characteristics Checklist was completed by project directors in May 1977. The results provide an excellent profile description of the program and are displayed in Appendix B. A high rating (4 or 5 on a 5-point scale) was given to all 24 characteristics except those dealing with an active program advisory board (two sites didn't have one), individual negotiation between student and staff on projects (one site rated itself as 3), systematic mechanisms for procuring and utilizing community input (two sites had a rating of 3), provision for regularly scheduled training activities for community persons participating in EBCE (three sites had a rating of 2 or 3), a systematic analysis of the learning potential in the local community (two sites had a 3 rating), and interrelatedness of individual curriculum areas (one site had a 2 rating).

Tabulated responses of the five pilot sites to the EBCE Process Checklist is displayed in Appendix C. All 15 EBCE objectives proposed by NWREL were being used at each pilot site. All five sites have written school board approval for the project, and are in compliance with legal and fair labor practice requirements. Each of the 13 EBCE competencies is being used by students in at least four of the five sites, and eight of these competencies are being used by all five sites. In addition, certain pilot sites have added competencies deemed important in their community, such as cooking, swimming, administering first aid, using a newspaper, following parliamentary procedures, making funeral arrangements, and buying and selling real estate. Student Projects are used in all five life skill areas--critical thinking, science, personal/social development, functional citizenship and creative development--at each pilot site. However, the NWREL predesigned projects in science and personal social development are not used at several sites.

Career exploration is part of the program at all five sites. One site requires students to complete three explorations, three sites require five explorations and one site requires eight to twelve career explorations per year. Learning levels are required of students at two sites, are optional at two sites

and have been replaced by extended explorations at another site. Student journals are required of students at all five sites. Students at four sites make written entries weekly; at the fifth site, biweekly entries are required. Student seminars are conducted by employers or community resource people at four sites. One site held one such seminar this past year, one held three, another four, and one reported nine seminars.

Students at all five sites are allowed to take regular high school classes while in EBCE; at three sites they may also take classes at community colleges or other institutions. During the second semester, 25 students were enrolled in classes at two sites, nine at one site, six at another and no students at the fifth site.

In summary, each of the five pilot sites is adhering to the EBCE principles and procedures developed by NWREL. Changes made within the programs have been consistent with the philosophy of EBCE.

2. What are the characteristics of students who elected to enter EBCE?

Information related to this question is derived from the Student Application/Background Questionnaire, from grade point average and attendance data for the period prior to students' entering EBCE, and from EBCE pretest data on the Comprehensive Test of Basic Skills and the Student Attitude Questionnaire.

At four of the five sites there have been more girls than boys in the program. The achievement level of EBCE students has varied widely, as has their prior school attendance record. About 80 percent of the students had worked for pay on a regular basis prior to entering EBCE. Almost all of these jobs were unskilled labor. Upon entry into EBCE, about a third of the students at three sites indicated they had no idea what they would be doing one year after completing high school and another third felt they would be working full-time. About a quarter of the students planned to attend college. The occupational aspirations of entering EBCE students varied widely across the five sites. For example, at one site the majority of the students desired semi-skilled or unskilled jobs, while at another site the majority hoped for business or professional careers. About 20 percent of the students felt, on entering EBCE, that they did not know how to begin preparing for or entering a job of their choice, while 10 percent felt the steps were quite clear. At four of the five sites over half of the students had not participated in any school extracurricular activities the year prior to entering EBCE.

The most frequently cited reasons for joining EBCE were to learn about careers, to prepare for a job, and to choose one's own learning style. Very few students joined because they had heard the program was easy. Boredom with regular school curriculum was the reason that fluctuated most in terms of its perceived importance. It was seen as important by students at one site, moderately important by students at three sites, and unimportant by those at another site.

3. To what extent did the EBCE students participate in the various EBCE learning activities?

Information related to this question was collected each semester through the Student Update Sheet, a form covering the number of explorations, learning levels and competencies completed by each student. Completed Student Update Sheets were received for both semesters from only two sites. These indicated that students completed an average of 2.3 career explorations at one site and 4.3 at another. Students completed an average of one learning level each at one site and 2.6 at the other.

More complete data from all pilot sites the prior year revealed that students completed an average of 3.5 to 10.0 career explorations, 1.2 to 3.0 learning levels, 2.8 to 9.2 projects and 2.4 to 9.0 competencies per site. In summary, data collected on Question 3 for the 1976-77 year are inconclusive.

Several problems were encountered in obtaining valid information in this area. Many students are not enrolled in EBCE full-time for the entire school year. In addition, the expected number of explorations, student projects and competencies varies among sites, as does the quantity and quality of work expected in student projects.

4. To what extent did EBCE assist students in making career and educational choices?

Responses on the New Mexico Career Oriented Activities Checklist, the Student End-of-Year Questionnaire and parent, staff and employer opinion surveys help answer this question.

The New Mexico Career Oriented Activities Checklist appeared with the publisher's permission as the first section on the Student Attitude Questionnaire and was administered to EBCE students at the beginning and end of the school year. It was also administered to comparison group students on posttest-only basis. This instrument records student experiences in relation to a variety of career and educational decisions. Table 2 indicates pre- and posttest means and standard deviations on this checklist. Pre-to-posttest changes were statistically significant at two of the four sites and would have been so at

the third site had the number of students participating in EBCE for the year been greater. At Site A, where a valid comparison group existed, EBCE students scored significantly higher than comparison group students.

At the beginning of the school year 24 percent of the new EBCE students indicated that they had no idea what they would be doing in terms of education or work one year after graduation. In contrast, by the end of the school year, all but 5 percent of the EBCE students had postsecondary plans.

In May, students in EBCE and comparison groups at four sites were asked to identify two careers of potential interest. Ninety-five percent of the EBCE students reported having observed or worked at one or both of the jobs listed, whereas only 72 percent of the comparison group students had observed or worked at one or both jobs they listed. When asked what influenced their choice of potential careers, 69 percent of the EBCE students and 9 percent of the comparison group students indicated being influenced by observing or working particular jobs.

Students in the EBCE and comparison groups at four sites were asked on the Student End-of-Year Questionnaire to rate (on a 5-point scale) how helpful they considered their EBCE/school experiences. Students in EBCE gave significantly higher ratings at the .05 level in learning (1) what to look for when considering a job (at four sites); (2) how to match their interests and abilities with a potential career (at three sites); (3) how to make effective use of resources in gathering information for work and decision making (at three sites); (4) what level of basic skills proficiency is required in jobs of interest to them (at two sites); and (5) how to find and keep a job (at two sites).

5. Did EBCE students gain in basic skills achievement over the year?

The Comprehensive Test of Basic Skills was administered on a pre-posttest basis to EBCE students at three of the five pilot sites. Student scores increased at each site. When an analysis of covariance was used, statistically significant growth occurred in reading vocabulary and language mechanics at one site, in reading comprehension at another site and in language expression and arithmetic computation at the third site. Data from the prior year also indicated that students did not decrease in basic skills achievement as a result of participating in EBCE--and in fact made significant growth in a few areas. However, there appears to be no consistent pattern of significant basic skills growth attributable to participation in EBCE.

Table 2

PRE- AND POSTTEST MEANS AND STANDARD DEVIATIONS

OF THE NEW MEXICO CAREER ORIENTED ACTIVITIES CHECKLIST

		EBCE Students			Comparison Group Students		
		N	M	SD	N	M	SD
Site A[1]	Pre	25	20.88	7.75			
	Post	25	<u>28.68</u>[2]	8.45	36	21.81	7.93
Site B	Pre	39	16.31	6.03			
	Post	39	18.92	9.10	57	23.26	8.55
Site C	Pre	26	18.58	9.30			
	Post	26	<u>24.92</u>	9.92			
Site D	Pre	8	18.13	9.52			
	Post	8	24.25	7.82			

[1]In this table and throughout the remainder of the report pilot sites are identified only by letter code rather than by name to protect the confidentiality of site findings since the purpose of this report was not to compare one site with another. The term "site A" will refer to different pilot sites in the various tables.

[2]Indicates the difference between EBCE and comparison group students was statistically significant at the .05 level. Underlining of the mean indicates the difference between EBCE student pretest and posttest scores was statistically significant at the .05 level. The comparison group at Site B consisted of only juniors and seniors in a social studies class whereas the EBCE group included students from grades 8 to 12.

Staff and student questionnaires administered at all pilot sites at the end of the school year covered the perceived effectiveness of EBCE in a variety of areas, including basic skills. Using a five-point scale with 5 being "very helpful" and 1 being "of little or no help," students and staff provided identical rank orderings of the various categories. Improvement in oral communication skills was rated 3.8 by staff and 3.7 by students; improvement in written communication was rated 3.7 by staff and 3.5 by students; improvement in reading was rated 2.9 by staff and 3.4 by students; and improvement in math was also rated 2.9 by staff and 3.4 by students. At two second year pilot sites having a valid comparison group, the EBCE students rated their program higher than did the comparison group in improving skills in reading, oral communications and writing. Improvement in math skills was rated higher by EBCE students than comparison group students at one site and the same as comparison group students at the other site.

6. How do the experiences gained by EBCE students compare with those in the regular high school program in life skills and in self-reported mastery of survival skill competencies?

A comparison of posttest life skills attitude scores between EBCE and comparison group students at two sites was assessed using a multivariant analysis of covariance with the lie scale serving as a covariate. No significant differences were found between groups on the life skills attitudes scale of the Student Attitude Questionnaire.

Several administrators had been curious as to what extent high school juniors and seniors not in EBCE would automatically practice survival skill competencies as a result of their regular school and family life activities. Therefore, experiences of EBCE and comparison group students related to these survival competencies were assessed this year for the first time. Table 3 identifies the percentage of students at each site who indicated on the Experience Checklist that they had completed various competency-related experiences. At each of the two sites having valid comparison groups (Sites B and D), a larger proportion of EBCE students than comparison group students had completed 11 and 12 out of the 16 competency-related experiences. At least 20 percent more EBCE than comparison group students at both sites had experience in (1) balancing a checkbook, (2) comparing various health and life insurance plans, (3) completing income tax forms, and (4) planning a personal or household budget.

Table 3

PERCENTAGE OF STUDENTS BY SITE REPORTING
COMPETENCY-RELATED EXPERIENCES

I have had the following experiences:	Site A E[1] (N=17)	Site B E (N=34)	Site B C (N=33)	Site C E (N=38)	Site C C[2] (N=57)	Site D E (N=35)	Site D C (N=38)
Balanced a checkbook, adjusted the check register and compared cancelled checks with the bank statement	94	97	70	55	43	77	52
Compared various health and life insurance plans to see which would be best for me	41	82	36	13	21	60	39
Completed an income tax form	88	97	73	37	59	71	44
Planned a personal or household budget for at least two months	70	88	55	24	49	74	39
Participated regularly in a sport or physical fitness program for at least three months	82	62	79	42	72	69	65
Passed a basic first aid test	58	47	42	66	59	94	65
Completed a voter registration form or (sample) ballot for local, state or federal election	23	32	15	26	19	49	31
Attended a local government meeting such as a city council or planning commission meeting	17	38	18	21	17	71	52
Studied consumer protection laws and visited a consumer protection agency	23	12	27	11	23	74	21
Obtained a Social Security card	76	97	97	92	92	80	94
Secured a driving permit or license	70	97	97	66	85	74	78
Prepared a family meal without supervision	58	94	85	82	81	57	89
Participated in a job interview	94	91	91	66	79	94	68
Completed a job application	64	97	88	66	89	49[2]	73
Interviewed an adult in the community	94	77	55	39	47	77	63
Planned some of my own learning assignments or projects	94	74	73	42	77	86	71

[1]The comparison group was not administered this scale at this site.

[2]This comparison group was composed solely of juniors and seniors whereas the EBCE group contained students in grades 8 to 12 with fewer than half of them being juniors and seniors.

Since the completion of competency-related experiences is associated with the length of participation in EBCE, Table 4 displays the percentage of first-year and second-year (returning) EBCE participants who reported completing each experience. At least 10 percent more second-year than first-year EBCE students had completed 12 of 16 competencies.

7. How do attitudes of EBCE students compare with those in the regular school program regarding their educational experiences?

When asked on the Student End-of-Year Questionnaire "How would you rate the overall quality of your EBCE (or regular high school) program?" on a scale from 1 (poor) to 5 (excellent), EBCE students rated their program statistically higher than did the comparison group at all four pilot sites having a comparison group. Students were also asked to rate the extent to which the year's experiences had been of assistance to them in attaining a variety of outcomes. Table 5 indicates these outcomes, the mean ratings of EBCE and comparison group students, and instances where t-tests showed a significant difference between groups on an item. Significant differences were found in favor of EBCE students at three out of four sites on (1) learning what to look for when considering a job, (2) gaining confidence in one's ability to apply basic skills in completing tasks and solving problems, and (3) becoming acquainted with a broad range of resources useful in gathering information for work and decision making.

8. In what ways do community resource people help EBCE students?

Community resource people--some self-employed, some employees from agencies of over 1,000 persons--worked with EBCE students on career explorations that involved several days to a week, and on learning levels of several weeks or more in which students worked on a project or obtained a more in-depth view of an occupation. Responses from 180 community resource persons at five EBCE sites indicated an average of 4.3 to 9.3 hours per week were spent working with students on career exploration, and an average of 5.2 to 8.4 hours per week were spent working with students who were on a learning level. As indicated in Table 6, over half of the community resource people indicated spending time talking about job opportunities or activities at their site, and supervising students on job-related tasks. In addition, at least 20 percent of the employers talked with students about personal problems, helped plan student assignments and evaluated individual students' assignments.

Table 4

PERCENTAGE OF FIRST-YEAR EBCE, SECOND-YEAR EBCE AND COMPARISON GROUP STUDENTS WHO REPORTED HAVING HAD COMPETENCY-RELATED EXPERIENCES

I have had the following experiences:	First Year EBCE Students (N=125)	Second Year EBCE Students (N=25)	Comparison Group Students (N=170)
Balanced a checkbook, adjusted the check register and compared cancelled checks with the bank statement.....	66	84	60
Compared various health and life insurance plans to see which would be best for me.....	45	56	35
Completed an income tax form.....	65	76	64
Planned a personal or household budget for at least two months.....	52	64	54
Participated regularly in a sport or physical fitness program for at least three months.....	58	68	71
Passed a basic first aid test.....	62	80	62
Completed a voter registration form or (sample) ballot for local, state or federal election.....	33	48	30
Attended a local government meeting such as a city council or planning commission meeting.....	34	48	31
Studied consumer protection laws and visited a consumer protection agency.....	29	48	27
Obtained a Social Security card.....	90	96	95
Secured a driving permit or license.....	74	88	87
Prepared a family meal without supervision...	85	92	87
Participated in a job interview.....	79	92	84
Completed a job application.....	82	88	87
Interviewed an adult in the community.....	64	88	56
Planned some of my own learning assignments of projects.....	65	72	74

Table 5

COMPARISON OF MEANS BETWEEN EBCE AND COMPARISON GROUP STUDENTS
ON PROGRAM OUTCOME AREAS

How helpful do you feel your EBCE/school experiences this year have been in assisting you to--	Site A		Site B		Site C	
	EBCE (N=29)	Comparison (N=39)	EBCE (N=20)	Comparison (N=10)	EBCE (N=35)	Comparison (N= 35)
Solve problems logically?	3.70*	3.18	4.10*	3.20	3.23	3.31
Understand the role of science in our society today?	3.17	2.92	3.47	3.40	2.71	2.60
Understand more about yourself?	3.97	3.55	4.60*	3.80	4.11*	3.69
Get along with others?	4.07	3.66	4.45	4.50	4.09	3.69
Understand the democratic process?	3.41	3.05	3.26	3.50	2.94	3.12
Develop your own creativity?	3.86	3.41	4.40	4.20	3.86	3.43
Learn how your interests and abilities fit into potential careers?	4.21*	3.54	4.25	3.80	4.14*	3.69
Learn what to look at when considering a job?	3.79*	3.13	3.65	3.60	3.20	3.11
Learn how to find and keep a job?	4.31	3.44	4.45	3.70	4.17	3.74
Learn the basic skills necessary for the careers that interest you?	4.34*	3.05	4.25	4.00	4.09*	3.57
Improve your reading skills?	3.72	3.33	3.70	3.10	2.71	3.00
Improve your math skills?	4.03*	3.44	3.55	3.60	2.54	2.77
Improve your oral communication skills?	3.97*	3.05	3.95*	3.00	3.71	3.56
Improve your writing skills?	3.66	3.30	3.95*	2.90	3.14	3.46
Know what level of basic skills proficiency is required in the jobs of interest to you?	3.69*	3.05	3.95	3.30	3.69*	3.18

	Site A		Site B		Site C	
	EBCE (N=29)	Comparison (N=39)	EBCE (N=20)	Comparison (N=10)	EBCE (N=35)	Comparison (N=35)
Gain confidence in your ability to apply basic skills to complete tasks and to solve problems around you?	4.00*	3.41	4.15*	3.20	3.91*	3.34
Become acquainted with a broad range of resources to use in gathering information for work and decision making?	3.72*	2.77	4.05*	3.00	3.86*	3.03
Communicate comfortably with adults?	4.24*	3.18	4.20	3.80	3.91*	3.34
Take responsibility for your own actions?	4.34*	3.74	4.50	4.33	4.14*	3.63
Become more open to ideas and values different from you own?	3.97	3.64	4.35*	3.50	3.97	3.80
Use information obtained through direct experiences in making decisions?	4.14*	3.32	4.05	3.70	3.89*	3.80
Feel prepared to accept adult responsibilities?	4.31*	3.62	4.60	4.10	3.97	3.54

* Indicates the ratings between EBCE and comparison group students were statistically significant at the .05 level.

Table 6

PERCENTAGE OF COMMUNITY RESOURCE PERSONS
INDICATING SUPPORT SERVICES PROVIDED TO
EBCE STUDENTS ON CAREER EXPLORATION OR LEARNING LEVELS

Did you--	Career Exploration	Learning Level
Talk about job opportunities?	77.0	59.6
Talk about the student's personal problems?	24.2	29.2
Talk about activities at your site?	79.5	65.2
Tutor in an academic area?	9.3	16.1
Evaluate individual students' assignments?	39.1	45.3
Assist students in non-job-related assignments?	13.0	18.0
Supervise students to perform a specific job-related task at your site?	62.1	62.7
Help plan student assignments?	30.4	36.0

9. To what extent has EBCE motivated students to learn?

On the Student End-of-Year Questionnaire EBCE students were asked, "In comparison with past experiences in the regular high school program, how motivated are you to learn in EBCE?" Across the five sites approximately 77 percent of the students said they were more motivated to learn in EBCE. Sixteen percent felt they received the same motivation and 8 percent felt they were less motivated to learn.

10. To what extent has EBCE helped students communicate comfortably with adults and accept adult responsibilities?

Students in EBCE and in the comparison groups were asked to rate how helpful they felt their EBCE (or regular school) program experiences had been in assisting them to communicate comfortably with adults. As shown in Table 5, EBCE students at all four sites rated their program higher than did the comparison group students. These differences were statistically significant at two of the four sites. At three of the four sites they also rated EBCE significantly higher than the comparison group in preparing them to take responsiblity for their own actions.

11. What are last year's graduates of EBCE currently doing?

Information about the activities of last year's EBCE graduates was obtained from interviews with the staff in December 1976. Discussions focused on the current educational and employment status of these former students. Of the 38 graduates across four sites, 24 were working full time, 11 were in college, two were unemployed and one was waiting to enter school. Information on the type of work being done by 16 EBCE graduates indicated that nine held jobs directly related to their EBCE experiences, two held jobs indirectly related and five held jobs which could not be traced to EBCE experiences. At one site where the staff knew the college courses taken by their six graduates, it was felt by the staff that all six were taking college courses related to their EBCE experiences. For example, one young woman who wants to pursue teaching or marine biology was introduced to marine biology through a learning level and project in EBCE.

12. What are the perceptions of community resource people toward EBCE?

On the May questionnaire, community resource people were asked a number of questions that revealed their attitude toward EBCE. When asked, "Would you recommend to a potential employer or resource person that he/she also become involved with the program," 98 percent said yes. Two-thirds of the community

resource people also indicated that other personnel at their site had positive reactions to their agency's participating in EBCE, and only 1 percent reported negative reactions. According to 56 percent of the community resource people surveyed, the biggest benefit to other employees at participating sites was increased awareness of youth.

Community resource people were also asked if they planned to continue participating in EBCE the next year. Ninety-three percent said yes. The three major reasons given were that the program was worthwhile (86 percent of the respondents), participation was included as a community service (56 percent), and like respondent the people involved (42 percent). Community resource people felt there were things students were able to learn on job sites that they could not learn as well in a regular school classroom. Most frequently mentioned were first-hand knowledge of demands in a "real world" (86 percent), understanding of how to work with other people (66 percent), on-the-job skills (58 percent), motivation to learn (51 percent), and self-discipline (46 percent).

13. What are the perceptions of the EBCE staff toward the program?

EBCE staff members from four of the five pilot sites completed a Staff Questionnaire in April 1977[1]. They asked to rate the importance and effectiveness of the following 14 learning activities: student orientation, student accountability system, student negotiation, predesigned projects, negotiated projects, student journals, competencies, career explorations, learning level process, special placements, ILA basic skills materials, employer seminars, student retreat and group activities.

Although the majority of the EBCE learning activities were rated highly important on a (3 or higher 5-point scale), staff members indicated student orientation, the student accountability system, student negotiation process, negotiated projects, student journals, competencies, career explorations and the learning level process to be the eight most important learning activities for their EBCE programs. The student retreat, although not used at all sites, was judged the least important learning activity in the EBCE program.

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[1]Staff at the remaining site did not complete the Staff Questionnaire but were interviewed by the evaluator.

EBCE staff rated the following learning activities as being the most effective in their EBCE programs: negotiated projects, learning levels and career explorations. The learning activities judged least effective were the student retreat and group activities.

Staff members rated program attainment of outcome goals for EBCE experiences high on a 5-point scale. Ratings ranged from 3.5 to 5.0 across sites, with most ratings distributed close to 4.0. According to the staff ratings of outcome attainment for these experiences, EBCE programs have been most effective in helping students understand themselves, learn how their interests and abilities fit into potential careers, improve their oral communications, and learn to communicate comfortably with adults.

As discussed under question 5, staff felt EBCE had been of less help in improving students' reading and math skills.

Two factors mentioned most often by staff members as contributing in a major way to the success of the EBCE program were cooperation among EBCE staff and the motivation and support of the students. One obstacle mentioned by three EBCE staff as limiting the success of the program was the lack of an adequate student accountability system.

Exposure to a variety of career options, opportunity to gain self-confidence, a chance to learn the importance of dependability, and to learn about themselves and their relationship to adults and their peers were mentioned most often as the areas in which students had demonstrated the most growth. Basic skills such as reading, math, spelling and writing were perceived as areas in which students had shown the least growth.

14. What are the perceptions of students toward EBCE?

In May, EBCE students completed a Student End-of-Year Questionnaire covering their perceptions of the program. Students felt EBCE experiences had helped them most in feeling prepared to accept adult responsibilities, learning what to look for when considering a job, learning the basic skills necessary for careers of interest, learning to get along with others, learning how to find and keep a job, learning how to match their interests and abilities with potential careers, communicating comfortably with adults, and understanding themselves. They felt EBCE had helped them least in improving math skills, understanding the democratic process, understanding the role of science in our society, and improving reading and writing skills.

When asked how they would rate the overall quality of their EBCE program, 4 percent rated it poor, 20 percent average and 76 percent good or excellent. About 74 percent of the students felt

they could progress at their own rate while only 8 percent felt they could not. The rest were not sure. Ninety percent of the students felt that, in comparison with their regular high school program, EBCE provided more opportunity for learning about occupations, and 62 percent felt it provided more opportunity for general learning. Only 9 percent felt EBCE provided less opportunity for general learning.

15. What are the perceptions of parents toward EBCE?

Questionnaire responses from 45 parents at three pilot sites were analyzed by NWREL. When asked "How well do you feel the EBCE Program compares overall with the past school experiences of your daughter or son?" 12 percent rated it about the same, and 88 percent called it better or much better. Eighty-six percent of the parents indicated that if they had it to do over again, they would still want their sons or daughters to participate in EBCE while only seven percent said no. All but 9 percent of the parents felt they were adequately informed about their son or daughter's progress in the EBCE program. Eighty-six percent felt the EBCE program had helped their daughter or son form career plans.

Twenty-seven percent of the parents stated that before their sons or daughters entered EBCE, they almost never talked at home about what was going on in regular classes; whereas only 5 percent reported that their EBCE youngsters almost never talked at home about EBCE program activities. Moreover, 36 percent of the parents indicated their children talked at home almost daily about EBCE, while 2 percent reported frequent or daily discussions of regular class activities during the previous year. This finding seems especially important in light of the recent concerns of educators and the public alike regarding the communication gap between teenagers and their parents.

Half or more of the parents attributed the following changes in students' behavior to EBCE participation greater self confidence, better understanding of jobs and increased ability to relate to others. The only negative changes noted by more than 3 parents were students' becoming more critical of others (indicated by 6 parents), and students' becoming less interested in education (5 parents).

Parents were asked "What types of knowledge, skills or attitudes has your son or daughter acquired in the EBCE Program that you feel he or she would not have gotten from a regular high school program?" Over half of the parents cited understanding of how to work with other people, on-the-job skills, first-hand knowledge of demands in a "real world," and self-discipline.

16. What are considered the greatest strengths and the greatest weaknesses of EBCE?

This question was asked of students, parents and community resource people. Tables 7 and 8 display their responses. This broad question was replaced by more specific open-ended questions on the staff questionnaire. The percentage of students selecting each response is lower because their question asked for the two greatest strengths or weaknesses, whereas parents and community resource persons were allowed to check as many responses as they wished. The students' question was modified because the prior year's evidence indicated many students tended to check all of the strengths listed.

The program strengths rated highest by parents were the opportunity for experience in working with adults and the chance to learn about a variety of careers. The chance to learn about "real life" situations came in a close third. Among community resource people, the chance to learn about careers and opportunity for "real life" experience tied for first. Chance for "real life" experience and the fact that the program provided a good alternative to a regular school program tied for first among students. Parents cited quality of staff as a strength almost three times as frequently as community resource persons. The most often cited weakness by all three groups was inability of some students to handle the freedom provided by EBCE.

17. How can the EBCE program be improved?

Relatively few suggestions for improving EBCE were given by parents, students, staff and community resource persons. Several parents suggested requiring students to use their time in the Learning Center more effectively, more attention to classroom type learning, making progress reports more specific, adding competencies in basic skills, giving staff a better understanding of adolescent behavior, and making the program more understandable to parents who did not have children in EBCE.

Some students felt that predesigned projects were generally uninteresting and should be improved or eliminated. Others felt better screening would prevent students who couldn't handle the freedom and responsibility involved from entering the program.

Several staff suggested shortening the hours students spent at the Learning Center, involving fewer students so as to create a more manageable program, and reducing the amount of written work required by staff. Some community resource people cited the need for better feedback about students' experiences after leaving the program, as well as the perceived effectiveness of their work with students.

18. To what extent can EBCE operate in school districts under local control and still maintain program outcomes achieved at the demonstration site?

Several years ago, in planning a comprehensive evaluation of EBCE, the four regional educational laboratories and the National Institute of Education realized that an in-depth assessment of EBCE at the four demonstration sites operated by the laboratories would be a necessary but insufficient evaluation. Since the four demonstration sites were receiving substantial federal funds from NIE, and extensive training and technical assistance from the laboratories, the question was whether the program could operate equally well without federal funding and NWREL control. Response to Question 1 indicates that school districts can operate a high fidelity EBCE program without federal funds or reliance on NWREL.

Pilot site data collected over the past two years indicate a pattern of program outcome findings similar to that at the demonstration site. EBCE students, in comparison with those in the regular high school program, perform equally well in basic skills are more adept at career decision making, and indicate their program has given them a greater motivation to learn. Progress of EBCE students in the life skills areas has been difficult to assess at both the demonstration site and pilot sites and the data are not conclusive. Student perceptions of the strengths and weaknesses of EBCE have been quite similar at the demonstration and pilot sites, and their overwhelming reaction to the program has been highly positive. As in the past, the parents and community resource people at the pilot sites were equally supportive of the program as were those at the demonstration site.

Table 7

PERCENTAGE OF STUDENTS, PARENTS AND COMMUNITY RESOURCE PERSONS INDICATING PERCEIVED STRENGTHS OF THE EBCE PROGRAM

	Students[1]	Parents	Community Resource Persons
1. Good alternative to a regular school program	44	61	43
2. Quality of the staff	21	47	16
3. Students learn about a variety of careers	32	78	76
4. Students learn about "real life" situations	44	76	76
5. Good way of getting students to learn	8	42	34
6. Experience in working with adults	22	82	65
7. Individual treatment of students	12	14	NA

[1]Students were asked to identify the two greatest strengths rather than leaving the number of selections open-ended.

[2]NA= Not listed on this version of the questionnaire.

Table 8

PERCENTAGE OF STUDENTS, PARENTS AND COMMUNITY RESOURCE PERSONS INDICATING PERCEIVED WEAKNESSES OF THE EBCE PROGRAM

	Students[1]	Parents	Community Resource Persons
1. Some students can't handle the freedom	59	64	44
2. Problems in the organization/ staffing of the program	43	7	9
3. Students not receiving sufficient training in basic skills or survival skills	9	4	19
4. Inadequate supervision of students on job sites	7	2	9
5. Lack of a variety of job sites to meet students' interests	25	7	
6. Too much paperwork			3
7. Lack of feedback about students			31

[1]Students were asked to identify the two greatest weaknesses rather than leaving the number of selections open-ended.

[2]Not asked on this questionnaire.

III. EVALUATION OF THE DEMONSTRATION SITE

Description of the Demonstration Site

Community Experiences for Career Education, $(CE)_2$, is one of four Experience-Based Career Education (EBCE) programs tested under the auspices of the National Institute of Education. $(CE)_2$ has served as a NWREL demonstration site for five years. This year $(CE)_2$ included five professional staff members providing approximately 60 high school juniors and seniors a comprehensive high school education through community experiences.

Students in $(CE)_2$ spent approximately half of their time at a learning center in a one-story professional office complex; the remaining time was spent at various employer and community sites. Upon completing the $(CE)_2$ student graduation requirements, $(CE)_2$ students are granted a Tigard High School diploma. A description of EBCE program components is available upon request from NWREL.[1]

This year the Tigard $(CE)_2$ program began the school year with 60 student, 31 of whom were incoming juniors from Tigard High School. The 29 seniors consited of 15 second-year EBCE students and 14 new students; 32 were female, 28 male.

During the first semester, eight students dropped the program and three entered. Of those who dropped, one voluntarily took the GED, six voluntarily withdrew from school to work, and one entered a community college. Seven of the eight were first-year EBCE students.

During the remainder of the school year, 13 additional students were recruited to fill vacancies created by students who had left. Eleven students left voluntarily during the second semester. Two were returning seniors who had decided to work full time and get married. Six voluntarily left school altogether. One student had completed enough units through participation in the program to earn graduation from high school. One student went to work, while another completed his course at Portland Community College. Five students who dropped out during the second semester had entered at midyear.

At the end of the year there were 49 students in the program, 40 of whom were first-year students: 14 seniors and 26 juniors. A total of 23 students were graduated from the program this year; 10 of whom had completed requirements early. Of the remaining students, 11

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[1] A brief description of EBCE is presented in the Program Overview. Much greater detail is contained in five separate handbooks: Management and Organization, Curriculum and Instruction, Employer/Community Resources, Student Services and Program Evaluation.

stayed in the program the entire school year, while two had other program components to complete before graduating. Thirteen graduates were female.

Over half of the students had not participated in high school extra-curricular activities the year prior to their EBCE participation. The remainder had indicated prior participation in such activities at the high school, and expressed interest in continuing that participation.

Preparing for a job, learning about careers and choosing one's own activities were reasons most cited by students for entering the program. Some students also indicated they had felt bored by the traditional school offering and wanted a change.

Evaluation Questions

Comprehensive evaluations of the Tigard $(CE)_2$ program have been conducted by the NWREL staff during the past four years. The thoroughness of these previous evaluations has demonstrated the effectiveness of Experience-Based Career Education and aided in establishing the Tigard $(CE)_2$ program as a model project throughout the nation. Because of the proven excellence of the Tigard program, it was mutually agreed by the program director and the director of the NWREL Evaluation Unit that it was not necessary to again conduct an in-depth evaluation this past year (1976-77). This decision allowed the NWREL staff to concentrate their efforts on evaluating five other pilot sites in four states. The evaluation questions asked this year at the demonstration site involved only the fidelity of program implementation and the extent to which $(CE)_2$ students compared with a group of regular Tigard High School students at the same grade levels but who were not involved in a career education program on two instruments administered in May.

Evaluation Design and Instruments

Posttest comparisons were made between $(CE)_2$ students and a group of 14 juniors and seniors from a social studies class at Tigard High School who were not involved in career education. In order to determine the extent to which the two groups were comparable in ability and attitude toward school tenth grade attendance and grade point average (GPA) were obtained from the files and analyzed using a t-test. The results are shown in Table 9. The comparison group showed slightly higher attendance and significantly higher GPA. Thus, if $(CE)_2$ students scored higher on any posttest measures the differences would be due to program effects rather than initial differences.

Table 9

STUDENT ATTENDANCE AND GPA DATA
TIGARD $(CE)_2$ AND COMPARISON GROUP STUDENTS

Measure	$(CE)_2$ (N=30) Mean	S.D.	COMPARISON (N=14) Mean	S.D.	Difference	t	p
School days attended	167.26	11.83	170.77	7.62	- 3.51	-1.25	.22
GPA	2.51	.75	3.19	.56	- .68	-3.74	.01

The Student Attitude Questionnaire and Student End-of-Year Questionnaire were the only two instruments administered to the $(CE)_2$ and comparison group students.

Data Collection and Analysis

The testing of $(CE)_2$ students was performed by the project director who has considerable experience in testing. Arrangements were made through the school principal for the social studies teacher to administer the two questionnaires. The Optical Scan sheets and Student End-of-Year Questionnaire booklets were sent to NWREL for keypunching and data analysis using the same procedures described for pilot sites.

Evaluation Findings

Program Implementation

Two checklists were used by NWREL at the end of the 1976-77 school year to determine the extent to which the Tigard $(CE)_2$ program was consistent with the NWREL model. The EBCE Essential Characteristics Checklist covers five components, including the extent to which the EBCE program is (1) individualized, (2) community-based, (3) experience-based and built upon the career activities of adults, (4) distinctive, comprehensive and integrated, and (5) a program emphasizing students' career development. Each component comprises from four to six essential characteristics. These characteristics are rated on a scale

of 1 to 5, with the anchor points prespecified. A second checklist, the EBCE Process Checklist (also used in May), complements the EBCE Essential Characteristics Checklist.

While the EBCE Essential Characteristics Checklist identifies the basic policy and philosophical characteristics of an EBCE site, the Process Checklist identifies procedural variations from the NWREL EBCE handbooks. This Process Checklist consists of four sections: (1) EBCE objectives, (2) management and organization processes, (3) curriculum and instruction processes and (4) student services processes. Each section in turn contains separate items. For example, under Student Projects, the project director was asked to check those Life Skill project areas that were part of the program, to identify whether each project area was required or optional, and to determine whether each particular project area followed the design in the EBCE handbook. A description of and rationale for any differences was requested.

Results from the EBCE Essential Characteristics Checklist provide an excellent profile of the program. On the May checklist rating, the top rating (5 on a 5-point scale) was given to all 24 essential characteristics rating scales.

The project director's responses to the EBCE Process Checklist indicated high fidelity to suggested EBCE processes. Students must complete a minimum of 13 competencies, and at least one learning level experience. Learning level experiences average 120 hours in length.

The project's learning activities are patterned after basic EBCE strategies, as would be expected, since Tigard served as the demonstration site for EBCE.

Student Attitudes and Experiences

Student attitudes were measured on a posttest basis using the Student Attitude Questionnaire (SAQ) and Student End-of-Year Questionnaire. These instruments were also administered to a comparison class of juniors and seniors from the regular program at Tigard High School.

Student Attitude Questionnaire (SAQ)

The SAQ contains items intended to reflect short-term growth by EBCE students exceeding that of comparison group students. This instrument contains four sections: the New Mexico Career Oriented Activities Checklist developed by Educational Evaluation Associates, the School Opinion Scale developed by Far West Laboratory, and two sections of the Student Attitude Survey developed by Research for Better Schools.

The New Mexico Career Oriented Activities Checklist is part of the New Mexico Career Oriented Test Series. On this 25-item subtest, students select responses that reflect career oriented activities. For example, students indicate whether during the past year they learned which occupations people with similar interests entered, or which training programs were available and of interest. The remaining subtests contain items with a five-point scale ranging from strongly agree to strongly disagree. Items assess attitudes toward decision making, school, peers, staff, career planning and self.

In April 1977, a new Section III and IV of the SAQ were developed and pilot tested by NWREL. Section III contains 40 items that measure NWREL EBCE life skills attitudes and attitudes regarding sex role stereotyping. Section IV contains 16 items that record a student's EBCE competency-related experiences.

Table 10 shows posttest means and standard deviations for Tigard $(CE)_2$ and comparison group students. The $(CE)_2$ students scored significantly higher than the comparison students on decision-related attitudes, peer-related attitudes, staff-related attitudes and the Experience Checklist.

The Experience Checklist section of the SAQ asked students to determine whether they had had various life and job experiences. Table 11 displays these results. Of the 16 experiences listed, a larger percentage of $(CE)_2$ than comparison group students had had each experience except for planning a personal or household budget for at least two months. This experience was reported by 73 percent of the comparison group and 50 percent of the $(CE)_2$ students. Largest differences between the two groups were in attending a local government meeting (72 versus 33 percent), comparing various health and life insurance plans (50 verus 26 percent) and interviewing an adult in the community (90 versus 40 percent).

At least half of the $(CE)_2$ students reported having had each of the experiences listed, whereas fewer than half of the regular high school students had ever compared various health or life insurance plans, completed a sample voter registration form, attended a local government meeting, studied consumer protection laws and visited a consumer protection agency, or interviewed an adult in the community. This information may be useful in determining what survival skill competencies are important for all high school students.

Student End-of-Year Questionnaire

A student questionnaire developed by NWREL was completed by 27 $(CE)_2$ students and 12 comparison group students in May. The purpose of the instrument was to obtain end-of-year data on certain questions asked of the same students at the beginning of the year, to assess student knowledge of job trends and related information, and to learn students' perceptions of their school/$(CE)_2$ experiences.

Table 10

POSTTEST COMPARISON OF TIGARD $(CE)_2$ AND COMPARISON GROUP ON THE STUDENT ATTITUDE QUESTIONNAIRE

	$(CE)_2$ (N=22)		COMPARISON (N=14)			
	Mean	S.D.	Mean	S.D.	Difference	t
NM Career Oriented Activites Checklist	25.95	8.17	22.36	7.89	3.60	1.31
Decision Making-Related Attitudes	40.27	5.54	28.71	4.21	12.56	6.66*
School-Related Attitudes	22.23	5.42	19.43	4.62	2.70	1.60
Peer-Related Attitudes	22.64	2.95	17.50	4.62	5.13	4.08*
Staff-Related Attitudes	27.86	5.71	19.00	2.99	8.86	5.34*
Life Skills Attitudes	138.23	19.66	132.57	6.63	5.65	1.03
Experience Checklist	12.32	3.01	10.21	2.91	2.10	2.08*
Sex Role Stereotyping	24.68	3.64	23.86	3.16	1.23	.70

* Difference statistically significant at the .05 level.

Table 11

PERCENTAGE OF $(CE)_2$ AND COMPARISON GROUP STUDENTS HAVING HAD COMPETENCY-RELATED EXPERIENCES

I have had the following experiences:	$(CE)_2$ (N=22)	COMPARISON (N=15)
1. Balanced a checkbook, adjusted the check register and compared cancelled checks with the bank statement	68	60
2. Compared various health and life insurance plans to see which would be best for me	50	26
3. Completed an income tax form	68	53
4. Planned a personal or household budget for at least two months	50	73
5. Participated regularly in a sport or physical fitness program for at least three months	90	73
6. Passed a basic first aid test	77	66
7. Completed a voter registration form or (sample) ballot for local, state or federal election	59	40
8. Attended a local government meeting such as a city council or planning commission meeting	72	33
9. Studied consumer protection laws and visited a consumer protection agency	50	33
10. Obtained a Social Security Card	100	93
11. Secured a driving permit or license	86	80
12. Prepared a family meal with supervision	90	86
13. Participated in a job interview	95	93
14. Completed a job application	100	93
15. Interviewed an adult in the community	90	40
16. Planned some of my own learning assignments or projects	81	66

In response to a question on future plans, 30 percent of the $(CE)_2$ students said they intended to be working full time one year after high school. Seventy percent of the $(CE)_2$ students planned to continue their formal education beyond high school, and 29 percent planned to graduate from a four-year institution.

Students were asked to list two occupations of potential interest. Sixty-three percent of the $(CE)_2$ students reported being interested in professional, administrative or proprietary careers as their first choice. Four percent were interested in clerical or sales jobs, 19 percent in skilled manual jobs, four percent in semi-skilled jobs, and four percent in unskilled jobs.

Eighty-nine percent of the $(CE)_2$ students, as compared with 75 percent of the comparison group students, had observed or worked at one or both of the jobs they listed. Sixty-three percent of the $(CE)_2$ students, as compared with 41 percent of the comparison group students, reported the steps in preparing for and entering the jobs of their choice were clear. Eighty-five percent of the $(CE)_2$ students and 75 percent of the comparison group students felt sure they would be able to complete the necessary steps to prepare for their chosen jobs.

Seventy percent of the $(CE)_2$ students and 40 percent of the control group students indicated their experiences in observing or trying out jobs influenced their choice of potential careers. Other factors that influences career choice were talking with people who worked at the jobs (70 percent for $(CE)_2$; eight percent for control), talking with relatives or friends about choices (33 and 32 percent), reading about jobs (19 and 32 percent) and talking with teachers and/or counselors about choices (11 and eight percent). Sixty-seven percent of the $(CE)_2$ students and 64 percent of the control students were able to identify jobs that had seemed interesting the previous year but no longer matched their interests or abilities. Experience in observing or working at jobs (56 and 24 percent) and new interests (41 and 32 percent) were the most frequent reasons selected for changing career plans.

In general, $(CE)_2$ students felt the program was effective in helping them attain most program goals. They felt the program was most effective (rated 4 or higher on a 5-point scale) in helping them learn to get along with others (mean = 4.46), learning how their interests and abilities fit into potential careers (4.35), learn what to look for when considering a job (4.22), understand themselves (4.11), take responsibility for their own actions (4.07), learn to use personal experience in making decisions (4.04), acquire the basic skills necessary for careers of interest (4.03), and feel prepared to accept adult responsibilities (4.00). Students felt the program helped them less well (ratings of less than 3.0) in improving their skills in math (2.96), writing (2.93), and reading (2.59).

Comparisons were made between regular and $(CE)_2$ students' ratings of how helpful their respective experiences had been to them. Table 12 displays those learning outcomes that were statistically significant at the .05 level in terms of ratings between the Tigard $(CE)_2$ students and the comparison group students. $(CE)_2$ students were more positive than regular school students on 20 of 24 categories, and rated their experiences significantly higher on 12 categories, including overall quality of the program.

All but four of the students rated the EBCE program very good or excellent, and all but six indicated that if they had it to do over again, they would participate in EBCE. All but seven felt they were definitely able to progress at their own rate. All but one felt EBCE provided more opportunity than a regular school program for learning about occupations. Sixty-three percent felt EBCE provided more opportunity for general learning, and all but two students felt they were more motivated to learn in EBCE.

Students felt the two greatest weaknesses of EBCE were the inability of some students to cope with the freedom and the lack of a variety among job sites. They felt the greatest strength was the opportunity for students to learn about "real life" situations and responsibilities.

In comparison with their past experience in the regular high school program, $(CE)_2$ students felt the program gave them a much greater opporuntity for learning about occupations, motivated them more to learn and provided a somewhat greater opportunity for general learning. About half of the $(CE)_2$ students this year selected to take one or several regular high school classes during the year. The $(CE)_2$ students went to public libraries, museums, courts and public meetings somewhat more frequently than did the comparison group but visited colleges or the state legislature somewhat less often.

The Student End-of-Year Questionnaire used with $(CE)_2$ and comparison group students also included three open-ended items taken from the recent set of released items in the area of Career and Occupational Development prepared and used by the National Assessment of Educational Progress (NAEP). NAEP has administered these items to a national sample of 2,309 17-year old students. The NWREL Education and Work Program used NAEP's categories and procedures for coding student responses so as to allow valid national comparison. The first question selected asked, "What are five things you could do now to find out about the job before you take the job or begin job training?" The $(CE)_2$ students listed an average of 3.3 acceptable responses, while the comparison group averaged 3.0 acceptable responses. A substantially higher proprotion of comparison group students than $(CE)_2$ or national sample students mentioned reading about the job (71, 44 and 45 percent respectively).

Table 12

COMPARISON OF TIGARD $(CE)_2$ AND COMPARISON GROUP STUDENTS ON LEARNING OUTCOMES

How helpful do you feel your EBCE/ school experiences this year have been in assisting you to:	$(CE)_2$ (N=27) Mean	S.D.	COMPARISON (N=12) Mean	S.D.	t	p
1. Understand more about yourself?	4.11	.80	2.75	.87	4.63	.01
2. Get along with others?	4.46	.70	3.25	1.14	4.03	.01
3. Learn how society's values, the government and the economy affect the world of work?	3.63	.93	2.67	1.44	2.13	.05
4. Learn what to look at when considering a job?	4.22	.97	2.92	.90	3.95	.01
5. Learn how to find and keep a job?	3.81	1.27	2.33	1.44	3.23	.01
6. Learn the basic skills necessary for the careers that interest you?	4.03	.87	2.83	1.40	2.74	.02
7. Improve your oral communication skills?	3.74	1.20	2.82	1.40	2.05	.05
8. Gain confidence in your ability to apply basic skills to complete tasks and to solve problems around you?	3.85	.77	2.92	1.31	2.30	.04
9. Become acquainted with a broad range of resources to use in gathering information for work and decision making?	3.81	.79	3.17	.94	2.24	.03
10. Become more open to ideas and values different from your own	3.89	.97	2.83	1.12	2.99	.01
11. Use information obtained through direct experiences in making decisions?	4.04	.81	2.75	1.22	3.92	.01
12. How would you rate the overall quality of your school/EBCE program?	4.03	.59	2.75	.87	5.44	.01

The second item was, "Give six reasons why some people who are willing to work find it hard to get a good job." The $(CE)_2$ students listed an average of 3.8 acceptable responses and the comparison group listed 3.7 acceptable responses. Both groups seemed less aware than the national sample of racial and sex discrimination. In fact, none of the $(CE)_2$ students mentioned either, while 12 percent of the comparison group did. The Tigard groups also mentioned the unavailability of jobs and lack of experience less often than the national group. On the other hand, $(CE)_2$ and comparison students were more aware of such factors as over-qualification for a job, inappropriate personality and attitude, lack of intelligence, and indecisiveness.

The third item asked students to "List ten different things that a person should think about in choosing a job or career." The $(CE)_2$ students listed an average of 7.7 acceptable responses as compared to 6.0 for the comparison group. The Tigard groups were generally similar to the national sample in the nature of their responses. All three groups listed working conditions, personal satisfaction and job qualifications rather frequently. A higher proportion of $(CE)_2$ than Tigard comparison students listed interpersonal relations (41 versus 23 percent), personal abilities or constraints (48 versus 29 percent) and working conditions (96 versus 76 percent).

IV. PART D

Description of Part D Sites

Under Part D of the Exemplary Program amendments to the Vocational Education Act (VEA) of 1963, the U.S. Office of Education entered into contracts with various education agencies for demonstration of NIE's EBCE program. Part D sites are adapting EBCE strategies, materials and procedures to meet unique local needs; they are purchasing EBCE training and technical assistance through funds provided by their VEA-Part D grants. A description of the NWREL Part D sites is summarized in Table 13.

Program Implementation Findings

In May 1977 the EBCE Essential Characteristics Checklist and EBCE Process Checklist were sent to the project director of each NWREL EBCE site receiving funding through Part D, VEA. After one followup letter from NWREL, responses were received from all 23 sites. Information gathered from these two checklists was compiled and shared with participants at the NWREL EBCE Site Conference held in June in Denver. A summary of responses to the checklists appears in Appendix I and J.

The EBCE Essential Characteristics Checklist responses indicate that project directors considered their programs being highest fidelity to the NWREL model of EBCE in terms of emphasizing career development (mean of 4.62 across sites on a 1 to 5-point scale), and being experience-based with learning built around career activities of adults (4.0). Programs received the lowest fidelity ratings in terms of the degree to which they were community-based (mean of 3.54). Ratings in this category were lower because some sites did not have a functioning program advisory board and some did not provide organized training sessions for community resource persons. In many cases, orientation and training were completed on the first site visit. Table 14 shows those individual checklist items receiving the highest and the lowest overall rating. In general, most Part D sites were adhering to the NWREL EBCE model despite wide variation on some characteristics.

Table 13

DEMOGRAPHIC DATA FOR PART D, NWREL EBCE SITES

Program Features	Student Characteristics	Staffing	Community Sites	Location of Learning Center	Beginning Date
ALABAMA Evergreen, Alabama 1 semester; students spend the first 2 hours daily in regular classes.	23 students, grades 11-12; 10 blacks, 13 whites; from 2 high schools	4 staff: learning manager, employer relations specialist, guidance counselor, secretary	Approx 50 sites; students travel by bus or mini-van	In an elementary school	Jan. 1977
ALASKA Cordova, Alaska Student activities consist mainly of in-class career investigations and an on-site experience.	21 students, grades 7-8	2 staff: project director and program developer		Regular classrooms	Jan. 1977
ARIZONA Tucson, Arizona 9 weeks or 1 semester; now has 2-semester option; 2 hours daily.	45 students, grades 11-12; Anglo, Black, and Mexican-American; 9 high schools	5 staff: program director, site administrator, community resource coordinator, evaluator/writer, secretary	Approx. 100 sites	Bused to on-campus learning center from 9 high schools	Jan. 1977
ARKANSAS Searcy, Batesville, & Heber Springs 1 period a day, 2 semesters	120 students in 1976, grades 9-12 1977-78: Grade Kids Orientation 9th 318 Exploration 10-11 122 Gen. C.E. 11-12 148	16 staff: 1 local project director, 3 school-community coordinators, 3 general cooperative teachers, 3 exploratory teachers, 3 career orientation teachers, 3 counselors		3 local high schools	Sept. 1976
COLORADO Jefferson County (Lakewood), Holyoke, Eagle, Rocky Ford RBS model is being used in grades 7-8, NWREL model is used in grades 9-10.	1350 students, grades 7-10	4 local coordinators (1 each district)			1976-77
Jeff. Co.--1 semester, 4 hours daily Holyoke -- 2 year program Eagle Co.--1 semester Rocky Ford--year-long program	70 in 10th; all 8th & 9th 200 in grades 7-10 500 in grades 7-10 600 in grades 7-10	site developer; 3 learning mgrs } 150 teachers		At high school, jr. HS Special & reg. classrm	

Table 13 (cont.)

Program Features	Student Characteristics	Staffing	Community Sites	Location of Learning Center	Beginning Date
DELAWARE					
Newark, Delaware					
Full-time project, available for 2 semesters; half the students also take up to 2 regular high school classes.	44 students, grades 11-12	10 staff: project director, 3 learning managers, 3 employer relations specialists, 3 aides	Approx. 110 sites	Three high schools, each with on-campus learning center	Jan. 77
HAWAII					
Hilo, Hawaii					
Year-long project; 50% of time is spent in community sites; may take up to 2 regular high school classes daily.	25 students, grades 10-12	5 staff: learning manager, employment relations specialist, project director, student coordinator, secretary			Sept. 77
IDAHO					
Pocatello					
Full-time, 2-year project; 50% of time is spent in community sites.	32 students, grades 11-12	8 staff: program director, learning manager, employer relations specialist, learning resource specialist, 2 part-time aides, secretary, van driver	Approx. 75 sites	Downtown	Jan. 77
ILLINOIS					
Decatur					
Half-day, 1 semester project; may also take regular high school classes. Sponsored 2-week college credit program on EBCE for teachers.	42 students, grade 12	5 staff: project director, 2 learning managers, learning aide, secretary		Vocational Education Center	Jan. 77
INDIANA					
Indianapolis					
40 minutes a day, 1 semester project; 4 on-site explorations of 2 days each. Eventually intended to involve all 5,944 sophomores in the program.	263 students, grade 10; 52% black, 48% white; 11 high schools	8 staff: project director, project coordinator, 4 employer resource specialists, counselor, clerk. (4 teachers also supported by the program)			Aug. 77
KENTUCKY					
Lexington					
Full year in 12-week blocks; may also take up to 2 regular classes.	107 students, grades 11-12 4 high schools	11 staff: project director, 4 learning managers, 2 community resource specialists, 3 part-time site recruiters, secretary		One in each of four high schools	Sept. 77

Table 13 (cont.)

Program Features	Student Characteristics	Staffing	Community Sites	Location of Learning Center	Beginning Date
MICHIGAN					
Pontiac					
Whole-model, full-time project with two-year option; 50% of time is spent in community sites; may take up to 2 regular high school classes.	25 students, grades 11-12; 2 high schools	5 staff: program director, community relations specialist, career education specialist, 2 teacher/learning coordinators			Jan. 77
Wayne					
Two semesters; 4/5 of day involved in project.	31 students, grades 11-12; 2 high schools	6 staff: project administrator, employer resource specialist, learning manager, aide, 2 half-time secretaries	Approx. 100 sites		Fall 77
MISSOURI					
Manchester					
Year-long, part-time or full-time program.	67 students, grades 11-12; 4 high schools, 1 parochial school	9 staff: project manager, 2 learning managers, 2 employer relations specialists, 1 learning resource specialist, 2 secretaries, 1 van driver	106 sites		Jan. 77
MONTANA					
Great Falls					
One program is 1 semester, elective; one is part of required Consumer Ed. program; one is a Work Experience/ Career Exploration Program for 14- and 15-year old students and includes employment options, training agreements and use of student journals.	100 students, grade 9	4 staff: project director, learning manager, employer relations specialist, student coordinator			Sept. 76
NEBRASKA					
Grand Island					
2-hour elective program; 1 or 2 semesters; students study 2 jobs in each of 6 different clusters.	25 students, grades 11-12	5 staff: 2 half-time administrators, learning manager, employer relations specialist, secretary		On-campus project	Fall 77
NEVADA					
Carson City					
Western Nevada Community College Program; secondary and post-secondary; for both a rural and urban area. Half-time program; 1 or 2 semesters; May receive high school or Adult H.S. diploma or community college credits.	25 students, grade 12 and community college; 2 high schools & CC; age range: 16-62	12 staff: 4 learning managers, 1 half-time project coordinator, 2 half-time secretaries, 2 project coordinators, adjunct staff of 3 counselors			July 77

Table 13 (cont.)

Program Features	Student Characteristics	Staffing	Community Sites	Location of Learning Center	Beginning Date
NORTH DAKOTA					
Minot					
Half-day, 1 semester program; concurrently enrolled in regular English, science and math classes.	40 students, grades 9-10; second year of operation program will include 11th grade; 3rd year, 12th	6 staff: project director, coordinator/employer relations specialist, student coordinator/learning manager, resource specialist/learning manager, learning aide and secretary		Central Campus High School	Jan. 77
OREGON					
Medford					
Full-time, 2 semester, optional 2-year program; students complete a certain number of clock hours for each credit earned and receive required coursework credit.	25 students, grades 11-12; 8 school districts; expect 50 students in 1977-78	5 staff: project director, 3 learning manager/employer relations specialists, 1 secretary		Separate facility in downtown Medford	Jan. 77
PENNSYLVANIA					
Philadelphia					
Full day, 1 or 2 semesters; 50% of time is spent in community.	30 students, grade 12	10 staff: project director, 2 learning managers, 2 employer relations specialists, learning assistant, curriculum specialist, project coordinator, site supervisor, community relations specialist		Off campus	Jan. 77
SOUTH DAKOTA					
Watertown					
Individualized program; length varies according to individual goals and needs; credit may be toward HS diploma or GED assistance.	15 students, all out of high school; age 16 and up; between 200 and 300 served per year	3½ staff: half-time director, counselor, learning manager, employment relations specialist		Vocational Technical School	Jan. 77
TEXAS					
San Antonio					
Full-time, available for 2 semesters.	40 students, grades 11-12 11 high schools; high percentage of Mexican-Americans	8 staff: 2 program managers, 4 learning managers, 2 secretary/van drivers		Off-campus center for each of 2 districts	Feb. 77

Table 13 (cont.)

Program Features	Student Characteristics	Staffing	Community Sites	Location of Learning Center	Beginning Date
VIRGINIA					
Manassas, Woodbridge					
Full-time project; 3/4 of students also attend regular classes at high school; sponsored 2 seminars--1 for employers on training resources and job trends, 1 for staff and students on sex role stereotyping.	50 students, grades 11-12	10 staff: 4 learning managers, 2 community site managers, 2 aides, 2 secretaries		2 high schools, each with own center and staff	Jan. 77
WASHINGTON					
Bellevue					
In-school approach, 2 hours daily for program.	50 students, grades 10-11; 2 high schools; 12th graders may enter with special permission	8 staff: 2 teacher/coordinators (learning managers), resource specialist, 3 part-time subject area specialists, secretary, van driver			Fall 77
Seattle					
2-hour, 1-semester elective; oriented toward career development. Offers chance to investigate at 2 levels: 5-10 hour Career Orientation, and 20-40 hour Career Exploration. 23% of time is spent at community sites.	39 students, grades 10-12; 2 high schools; project has commitment to serve hearing impaired, Spanish speaking heritage, those exploring jobs traditionally held by opposite sex	5 staff: learning manager and employment resource specialist at each of 2 schools, full-time assistant director			Jan. 77
WYOMING					
Cheyenne: All-day, full-year program Glenrock: All-day, 2 semester " Lander: All-day, 2 semester " Laramie All-day, full-year "	grades 9-12 grade 12 grades 9-12 grade 12	Each site has part-time project coordinator, learning manager, community relations person; Cheyenne and Glenrock have part-time guidance counselors.		4 high schools in 4 communities	Jan. 77 Glenrock: 11/76

Table 14

EBCE ESSENTIAL CHARACTERISTICS CHECKLIST FOR PART D SITES

	Mean (on a 1 to 5 scale)
Highest Rated Areas	
1. Emphasis on using community sites for learning about careers rather than on paying students	4.70
2. Provision for different types and levels of learning situations at community sites	4.66
3. Students gather information about themselves and the world of work and apply this in career decision making	4.62
4. Curriculum includes experiences in Basic Skills, Life Skills and Career Development	4.56
5. Students reflect on their experiences and evaluate evaluate their own strengths, weaknesses and progress	4.50
Lowest Rated Areas	
1. Provision for regularly scheduled community instructor training	2.54
2. Interrelated curriculum areas demonstrated through student learning activities	3.26
3. Program requirements determined by student learning needs more than by regular high school requirements	3.41
4. Program advisory board takes an active role in direction of the program	3.50
5. Students play an active and involved role in the assessment process	3.62

On the EBCE Process Checklist summary for Part D sites (See Appendix J) data have been tabulated by approach. Priority 1 reflects districts intending to use the full EBCE model, Priority 2 reflects those intergrating EBCE with a work experience program and Priority 3 reflects an adaption of EBCE to career clusters. Since only a few districts chose Priority 3, categories 2 and 3 were combined. Of the 23 sites completing this instrument, 16 indicated they were Priority 1, and 7 were Priority 2 and 3. Key findings from the EBCE Process Checklist are highlighted in the following 19 statements.

Objectives

1. Each of the 15 EBCE student outcome objectives was being used at no fewer than 20 of 23 Part D sites.

Approval

2. District school boards have granted written approval to EBCE projects in 21 districts and verbal approval in 2 districts.

3. The state department of education has approval granted written approval to the project in 19 states and verbal approval in 2 districts.

Legal Requirements

4. Each project has met all legal and fair labor practice requirements.

Competencies

5. Each of the 13 EBCE competencies was used by at least 75 percent of the NWREL Part D sites except "explaining personal legal rights" (used by 16) and "making appropriate use of public agencies" (used by 17). "Transacting business on a credit basis" was used at all Priority 1 sites, and four out of six Priority 2 or 3 sites.

Student Projects

6. Predesigned and individual student projects in each Life Skills area were used with at least some students in over 75 percent of the NWREL Part D sites.

Explorations

7. Career exploration packages were used at all sites, and required of all students at 19 of the 23 sites.

8. Career exploration sites were selected jointly by students and staff at all sites except two, where the students alone made the selection.

Learning Levels

9. Learning levels were required of all students at 13 sites, and were optional or required of some students at all the other sites except two.

Journals

10. Students journals were required of all students at 16 sites and were optional (and used) at the other sites. Students were required to write journal entries weekly at 15 sites and daily at five sites.

Skill Building

11. Skill building levels at employer sites were required at four sites, optional at 16 sites and not used at one site.

Special Placements

12. Special placements of students at employer or community sites to acquire Life Skills or Basic Skills were available options at 15 out of 19 sites reporting.

Materials

13. Outside curriculum materials used in EBCE included the Individualized Learning for Adults (ILA) Basic Skills program (used at five sites) and the Career Information System (used at five sites).

Program Requirements

14. Written program completion requirements were clearly defined at 17 of the 20 sites responding to this item.

Recruitment

15. At 20 of the 23 Part D sites, student recruitment was aimed at a cross-section of local high school students.

Classes

16. EBCE students at 21 sites were allowed to take local high school classes. At 18 sites they were allowed to enroll in courses at employer sites and at 15 sites they could take classes at community colleges or other institutions.

Guidance

17. All professional staff at 19 of 22 sites shared this function. At 19 of 20 sites, staff members regularly conducted student staffing sessions to discuss students' progress.

Accountability

18. Seventeen of 22 sites had student accountability systems with clearly defined expectations and consequences. Eleven out of 17 sites reported using action zones organized like those described in the NWREL EBCE Handbooks.

Assessment Forms

19. Program monitoring and assessment forms most frequently used at Part D sites were--

- The Student Application For (at 15 of 17 sites)
- Student End-of-Year Questionnaire (15 of 20)
- Student Performance Review (by employers at 15 of 17)
- Student Evaluation of Learning Site (15 of 18)
- Weekly Time Reports (15 of 18)
- Learning Site Analysis Form (14 of 16)
- Student Accountability Write-Up Form (14 of 20)
- Comprehensive Test of Basic Skills (12 of 19)
- Student Attitude Questionnaire (12 of 18)
- Self Directed Search (11 of 19)

NWREL EBCE Site Conferences

Staff members from 24 Part D demonstration and pilot sites gathered in Denver on June 14 through 16 for the first major conference of sites using the NWREL EBCE model. The conference focused on facilitating communication among EBCE sites and providing EBCE staff opportunity to discuss program concerns, solutions, ideas and materials.

The three-day conference included general and workshop sessions. In the general sessions, representatives from each EBCE site briefly described their respective programs' unique features and identified some first-year successes and problems. This introduction gave participants an overview of how pure-model EBCE programs and EBCE adaptations were operating from the East Coast to Alaska.

The second part of the program involves staff members' selecting from six available workshops: Student Accountability and Recordkeeping, Sex-Role Stereotyping, Curriculum and Credit, Program Evaluation, Community Resource Use, and Program Design, Management and Logistics. Workshop topics are specified by participants and the sessions provide a useful forum for discussion of program innovations, ideas and concerns. In the Program Evaluation workshop, discussion centered around three topics outlined below.

1. Roles of Third Part Evaluators

   a. Workshop participants reported that third party evaluators had been involved in--

      1. Reviewing program goals and objectives and suggesting appropriate evaluation models.

      2. Assessing specific program areas, including determining the locus of program control and staff responsibilities, analyzing student aptitudes and student outcomes, i.e., changes in occupational knowledge, in basic skills abilities and in attitudes toward learning environments.

   b. Feedback and monitoring activities conducted by third party evaluators consisted of on-site visits, report writing and assessment of students' progress in the program.

2. Program Response to Use of Evaluators

   a. Programs found that having evaluators do the actual testing was expensive. Therefore, many programs are now administering their own tests and asking evaluators to analyze the results.

   b. Participants noted that third part evaluators' lack of familiarity with EBCE was often a problem.

      1. Evaluators sometimes got off on academic tangents unrelated to EBCE program needs.

      2. Evaluators were not always clear on EBCE goals and objectives.

   c. Programs also mentioned a need for more diagnostic information from third party evaluators.

3. Evaluation Instruments Used By Programs

Participants commented on several of the instruments used to assess students' progress and help students make career choices.

a. Comprehensive Test of Basic Skills

Programs are using the English and math sections. Problems encountered included students' testing out on the instrument, and a long turn-around time in receiving scores back from the publisher. In addition, some participants considered the test inadequate for acquiring good baseline data.

b. Iowa Test of Educational Development

Although some programs have successfully used the Iowa tests as a screening measure, other programs find the battery too time-consuming to maintain interest. Programs had better results in administering a few subsections instead of the entire battery.

c. Task Analysis of Career Skills

This questionnaire developed by the Medford, Oregon program gives EBCE staff an effective means of assessing whether students have acquired important career skills.

d. Instruments used to help students determine career preferences include--

1. GATB provides students with an overview of their aptitudes; the information is tied into the D.O.T.

2. CIS, the Career Information System, a computerized system which gives students an idea of possible career exploration areas has been used by a number of programs. Many have CIS terminals in their own centers.

V. OTHER AREAS OF EVALUATION

New EBCE Materials

This year NWREL published Experience-Based Learning: How to Make the Community Your Classroom, a guide book based on experiences with EBCE. This book views experience-based learning as a proven approach to individualized career exploration, and examines how EBCE supplements the other positive goals of high school education, how educators can locate and use community resources, and how they, their students and community partners can work together to manage the process.

Reactions to the first draft of this book were collected from over 20 practitioners and used in the revision. Evidence concerning the book's educational impact is being collected via postcard sized questionnaires inserted into the first 500 copies. Not enough questionnaires have been returned to date to warrant analysis.

Training and Technical Assistance

During the 1976-77 school year, the NWREL EBCE training and technical assistance staff provided technical assistance services to many state and local educational agencies throughout the country. A separate report, entitled "A Summary of NWREL Training and Technical Assistance at Part D and Market Demand Sites: 1976-77," describes the type of training conducted in 22 states with 32 state and local educational agencies.

Five types of training sessions were conducted. The EBCE Awareness Session is a two- to four-hour presentation that explains the EBCE concept and gives a general overview of the program. The EBCE Program Analysis Session is a one- to two-day session that explains key features and processes of the program in sufficient depth to allow informed decisions about adopting all or parts of EBCE in a local school setting. The EBCE Program Planning Session is a three-day workshop to help program planners understand the tasks necessary to prepare the schools, community and students for this joint venture in education, and to assist planners in developing timelines, task assignments and budgets necessary to implement the EBCE program. The EBCE Staff Training Session is a five-day workshop to train local EBCE staff in the procedures for operating EBCE on a daily basis. The On-Site Technical Assistance consists of three three-day sessions during which NWREL staff observe program operations and provide on-site consultation and assistance as needed to the EBCE site staff.

Table 15

NUMBER OF PERSONS TRAINED IN EBCE BY NWREL
TRAINING AND TECHNICAL ASSISTANCE STAFF PER MONTH

	Part D Sites	Pilot Sites	Market Demand Sites	State Strategy
September	11	11	18	
October	73	6	7	
November	44	7		
December	13			
January	38		1	
February	16			18
March	28			11
April	13			
May	20	4		1
June	31		3	6
July	37		4	
August	98	—	11	8
	422	28	44	44

Table 16

NUMBER OF NWREL STAFF DAYS SPENT PER MONTH
IN EBCE TRAINING AND TECHNICAL ASSISTANCE

	Part D Sites	Pilot Sites	Market Demand Sites	State Strategy
September	11	2	3	
October	34	5	1	
November	39	6		
December	11			
January	21		5	
February	12			14
March	23			5
April	14			
May	16	3		3
June	16		3	1
July	28		5	
August	35	—	3	10
	260	16	20	33

The Market Demand section of the report describes training and technical assistance purchased by SEAs and LEAs interested in adopting or adapting the NWREL EBCE program with local funds. Awareness Presentations were made to 152 people from 33 different agencies representing 33 states. Program Analysis Sessions were presented to 147 participants from 16 agencies in eight states. The Program Planning Session was given to 11 persons in three agencies in two states. The EBCE Staff Training Session occurred with 15 participants from three agencies in two states, and the Technical Assistance Sessions were given to 29 participants in two agencies in Oregon.

State Networking Strategies

Training and technical assistance were also given to personnel in four states who worked this year to establish state networks for continuing and expanding EBCE operations. The work done with these states and the model developed for state strategies are described in a separate NWREL policy paper, entitled "State Networks for Experience-Based Career Education: Emerging Patterns and Issues FY 77."

Tables 15 and 16 show the number of persons trained and number of NWREL staff days spent in EBCE training and technical assistance on a monthly basis. These data indicate that the majority of staff training occurred at Part D sites, and that the heaviest period of training occurred in October, November and August.

APPENDIX A

EBCE PILOT SITE EVALUATION PLAN FOR 1976-77

Introduction

The purposes of this evaluation plan are to specify the general direction that evaluation will take in our district's operation of the Experience-Based Career Education (EBCE) program in 1976-77 and to establish functional responsibilities of the district and of the EBCE evaluation unit at the Northwest Regional Educational Laboratory (NWREL) for various evaluation tasks. The remaining sections of this plan describe (1) the purposes for evaluation, (2) intended audiences for the evaluation information, (3) minimal data to be collected, (4) use of comparison groups, (5) functional assignment of responsibilities between the district and the NWREL evaluation team and (6) unique data to be collected by our project.

Purposes for Evaluation

The evaluation of this EBCE progam is intended to satisfy the information needs both inside and outside of the district. For example, the project staff will be the ones primarily interested in identifying the strengths and weaknesses of participating students so that meaningful learning experiences can be arranged for each. Both the district and NWREL will be interested in an assessment of what students have gained from being in the program and how well the program has accomplished its objectives. Other information will probably be of much greater interest to NWREL than to the district personnel. An example would be the way in which the NWREL-developed EBCE program components have been adopted or modified in this district.

Specific areas to be evaluated by the district include (1) student and program outcomes, (2) perceptions of the program by parents, participating employers, students and staff and (3) indirect outcomes of EBCE such as the effect upon the participating employers. Specific areas to be evaluated by NWREL include (1) the extent to which the program has operated in a manner consistent with the NWREL model of EBCE, (2) the way in which the EBCE program components have been adopted or modified in the district and (3) our district's perceived degree of usefulness of the materials and technical assistance received from NWREL.

Audiences

This evaluation is intended to provide information about the implementation of EBCE in this district for at least five major audiences: (1) the participants in this program including the students, staff, parents, participating employers and the advisory board; (2) nonparticipating persons within the district and community such as district administrators and staff, the Board of Education and community at large; (3) the EBCE staff at NWREL; (4) the Education and Work staff at the National Institute of Education and (5) educators and others interested in career education and alternative programs for youth.

Data To Be Collected

This section of the evaluation plan describes minimal data to be collected and shared with NWREL. Additional data may be collected that are judged important for use by our EBCE staff or school district. A summary of minimal data to be shared with NWREL is shown in Table 1. Other equally valid evaluation instruments may be substituted for those listed in this plan if agreement between our district and NWREL is reached on these substitutes prior to June 1976. A copy of each of the instruments listed in Table 1 is on file in our project office. A brief description and rationale for each instrument is appended to this plan following Table 2. Instruments developed by NWREL or jointly by NWREL and Educational Testing Service such as the Student Application and all of the questionnaires have been reviewed and approved by NWREL's Protection of Human Subjects Committee and by the Federal government's Office of Management and Budget (OMB).

Use of Comparison Groups

Use of comparison groups can provide an important additional dimension to the evaluation of certain student outcomes for which an external comparison is valid. For example, in assessing the growth in career knowledge and attitudes made by EBCE students it would be appropriate to compare such gains with those made by similar students who volunteer for a specific school-based career education or work study program. Without the use of such comparison groups it becomes impossible to address the issue of whether the EBCE students might not have been able to make the same gains over the school year without being in the program.

Three types of comparison groups are useful: (1) a random sample of students from the regular high school, (2) a "true control" group of students who originally volunteered for EBCE but who were not randomly selected to participate and (3) students in a school-based career/vocational education or cooperative work experience program. Each group is discussed below.

Random Sample

The random sample of students at the high school can be used to determine the extent to which students who volunteered for the EBCE program were similar to or different from the "average" high school student. This information is important in understanding the nature of students attracted to EBCE. Selected information such as aptitude or achievement data already on file for all of these students from the past few years can be used as the basis for this comparison together with a background questionnaire that can be completed by the random sample and comparison students in September or October. This questionnaire contains a subset of the items, which are administered to the EBCE students, dealing with past work experience, attitudes toward school and parent's education and occupation. Except for this questionnaire, the random sample students would not need to be tested or surveyed again.

True Control

The second group, called a "true control" group, consists of those students who initially applied for admission to the EBCE program but were randomly selected not to participate. (This group could exist and be used only if the pool of student applicants for EBCE exceeds the number that can actually be admitted by at least 20 and a random assignment of students to EBCE is made from all those who apply.) Through random assignment, students in the true control group can be assumed to be of the same background and ability as those admitted into EBCE. Therefore, gains made by these control group students over the year in areas such as Basic Skills can be subtracted from the gains made by students in EBCE to get a picture of the gains that can be attributed to the treatment effect of being in EBCE. Evaluation measures to be administered to this group at the beginning and end of the school year as listed in Table 1. Suggestions for randomly assigning students to the EBCE or control group are appended to this plan following Table 2.

Comparison Program

The third comparison group is that of students in a school-based career/vocational education or work experience program. Because these programs may share some of the same objectives as those of EBCE,

students in this group can be tested at the beginning and end of the school year on those instruments that measure the common objectives of the two programs. The results of this comparison will provide evidence regarding the extent to which the outcomes produced by the two programs differ.

Use of one or more of the above comparison groups is encouraged but not required by NWREL. The NWREL EBCE evaluation unit would be happy to discuss with any district the type of comparison groups that might be especially appropriate for use in a given district.

Functional Responsibilities for Evaluation Tasks

In order to maintain good planning and a cordial relationship between the district and the NWREL evaluation unit it is desirable to specify as clearly as possible at this time the responsibilities of these two agencies regarding evaluation tasks. With this in mind, Table 2 outlines the major responsibilities for these two groups.

Table 1: Summary of Minimal Data to be Collected by NWREL EBCE Second Year Pilot Sites

	Period Collected						
	Before Program	Pretest	Midyear	April	Posttest/ End of Year	Use with Comparison Group	Estimated Time Required of Respondents
1. Achievement test file data	X[1]					X	
2. GPA and attendance data for year prior to entering EBCE	X[1]					X	
3. EBCE Student Application/Background Questionnaire	X[1]					O[2]	20 min.
4. Comprehensive Test of Basic Skills (CTBS); Reading Comprehension; Arithmetic Concepts and Arithmetic		X[1]			X	O	60 min.
5. Student Attitude Questionnaire		X			X	O	5 min.
6. Student End-of-Year Questionnaire					X	O	40 min.
7. Parent Questionnaire				X			15 min.
8. Employer Questionnaire				X			20 min.
9. Staff Questionnaire				X			20 min.
10. Student Update Sheet			X		X		
11. Documents produced by 5 randomly sampled EBCE students			X		X		
12. EBCE Essential Characteristics Checklist			X				
13. EBCE Process Checklist			X				

[1] These data need to be collected only for students new to EBCE or for returning EBCE students where the data are not available from the prior year as background data or posttest scores.

[2] The O denotes that the collected of these data from one or more comparison groups is strongly recommended.

Table 2: Evaluation Responsibilities of the District and of NWREL

Task	District	NWREL
Coordination	Designation of a person to coordinate the evaluation responsibilities for the project	Designation of a NWREL EBCE evaluation unit member as a primary contact person for working with this project
Evaluation Plan	Review the general evaluation plan and revise as necessary to fit our project. Return the revised plan to NWREL	1. Prepare a general evaluation plan 2. Revise and approve the district's revised evaluation plan
Instrumentation	1. Reproduce required copies of NWREL questionnaire 2. Order required copies of standardized instruments and answer sheets 3. Develop any local monitoring or evaluation instruments. 4. Obtain a review and approval by the district and school officials for use of each proposed evaluation instrument	1. Prepare a draft copy of NWREL questionnaires to be used across pilot sites 2. Provide the district with a specimen set of standardized instruments to be used together with cost information and an order blank 3. Review any district-developed instruments if requested by the district
Data Collection	1. Schedule and administer all evaluation instruments as listed in Table 1 2. Collect and code file data specified in this plan 3. Code or score responses to all instruments 4. Mail a duplicate copy of all code sheets to NWREL for computer processing	1. Provide written directions for administering any NWREL-sponsored instruments 2. Prepare common codes and coding directions for all answer sheets and data collection forms

Task	District	NWREL
Data Analysis	Identify if there is any special data analysis the district would like that NWREL may have time to run	1. Verify the correct scoring and/or coding of all instruments 2. Keypunch the data 3. Provide scoring services for the CTBS, Self Directed Search and Psychosocial Maturity Scale 4. Analyze the data separately for each pilot site
Reporting	1. Integrate the NWREL data analysis with other locally available information into a full evaluation report that meets the information needs of the people in the district 2. Communicate the evaluation findings in oral, written and/or multi-media form to relevant audiences including school district personnel, governing or advisory boards, students, parents, employers, and interested members of the community	1. Prepare a data analysis summary for each site based upon the data sent to NWREL 2. Assist the district, as time permits, in its preparation of an evaluation report, if requested by the district 3. Prepare a comprehensive evaluation report for NIE, NWREL and other interested parties on EBCE implementation processes and results across the separate pilot sites

Description and Rationale for NWREL-Requested Data

The following is a brief description of each of the 13 types of data listed in Table 1 of the evaluation plan and states a rationale for using each instrument.

1. Achievement Test File Data

   Information already on file, such as aptitude or achievement test data administered to all high school students during the past few years will be obtained for students in EBCE and compared to a random sample (or to the total population) of high school students from which EBCE volunteers came. An analysis of these data will help to describe the extent to which EBCE students represent a cross range of the total high school population.

2. Former GPA and Attendance Data

   The grade point average (GPA) and number of days absent for the school year prior to entering EBCE will be obtained for students in the program. In addition to providing a background description of the EBCE student population, the prior year's attendance data will be used to compare with the attendance data of the same students during their first year in the program. This comparison assumes that student attendance is an indirect indicator of student attitude toward participating in EBCE.

3. EBCE Student Application/Background Questionnaire

   When students formally apply to enter EBCE they will be asked to complete a brief application form that will obtain information about family background, students' previous employment history, short- and long-range educational and work goals, past involvement in high school and community activities and reasons for wanting to enter the EBCE program. This information will be used to describe the students entering EBCE and also to compare changes over the year in areas such as educational and occupational aspirations.

4. The Comprehensive Test of Basic Skills (CTBS)

   The CTBS subtests (Level 4 of Form S) for Reading Comprehension, Arithmetic Concepts and Arithmetic Application are recommended as baseline data useful to program staff in understanding the student's entry level of basic skills. By administering them as a posttest also, they serve as a general change measure in basic skills. Research indicates that because there is such a high correlation between these three subtests and other CTBS subtests in reading and arithmetic, valuable student test-taking time can be saved by not administering the complete test battery, and useful results will still be obtained.

5. Student Attitude Questionnaire (SAQ)

The SAQ contains items intended to reflect short term growth on the part of EBCE students that will exceed growth made by comparison or control group students. This instrument contains four sections: the New Mexico Career Oriented Activities checklist developed by Educational Evaluation Associates, the School Opinion Scales developed by Far West Laboratory, and two sections of the Student Attitude Survey developed by Research for Better Schools. The New Mexico Career Oriented Activities checklist is part of the New Mexico Career Education Test Series. On this 25 item subtest students select responses that reflect career oriented activities. For example, students check if, during the past year, they "found out the occupations people with interests like mine enter" or "learned which training programs are open to me and which ones interest me." The remaining three subtests contain items with a five point rating scale of strongly agree to strongly disagree. Items assess attitudes toward: decision making, school, peers, staff, career planning and self.

In April, 1977 a new section III and IV of the SAQ were developed and pilot tested by NWREL. Section III contains 20 items that measure NWREL EBCE Life Skills attitudes and attitudes regarding sex role stereotyping. Section IV contains 16 items that record a student's EBCE competency-related experiences.

6. Student End of Year Questionnaire

This questionnaire is designed to (1) follow up on questions asked on the Student Background Questionnaire administed at the beginning of the year to assess any change that might have occurred during the year, (2) assess student knowledge about job trends and related information and (3) collect data on student reflections about their school/EBCE experiences. Included in the questionnaire is a semantic differential section which assesses the student's feelings about the concepts: me, school, adults, learning, work, decision making and community resources.

7. Parent Questionnaire

The Parent Questionnaire is designed to assess parents' perceptions of EBCE project strengths and weaknesses, benefits of the program to their son or daughter and the extent of their involvement in the program. Because EBCE is a program that actively involves parents as well as students, it becomes important to assess parental opinions regarding the program.

8. Employer Questionnaire

Since participating employers are an essential aspect of EBCE, their opinions about the program are important. This questionnaire is designed to determine how employers became involved with EBCE, how they judge the programs of students with whom they have worked, the impact of EBCE within their organization and their perceptions regarding the operations of the program and their role in it.

9. Staff Questionnaire

This questionnaire asks the staff to rate the importance and perceived effectiveness of learning strategies used in EBCE. It also contains questions dealing with the staff's perception of factors contributing to and those limiting the success of the program, changes they would suggest in the program and areas in which they feel students have made greatest and best growth. Because the staff are working with the program on a daily basis, their perception of strengths and weaknesses and their recommendations for change are important to consider.

10. Student Update Sheet

This sheet provides a fast means of updating the student data file at each of the pilot sites. It records information on students entering and terminating the program and provides for an end of semester record of the number and types of projects, competencies, explorations, learning levels and skill building levels completed. These sheets can also be used to maintain and update student rosters. Since the evaluation of EBCE is intended to document what students actually accomplished in the program over the year as well as behavioral changes over the year, it is important to record the work done by students. This update sheet can be completed by a project staff member based on existing project master files.

11. Documents Produced by Randomly Sampled EBCE Students

In order to provide the NWREL evaluation and implementation staff with a better insight into the activities of pilot site students, the EBCE staff will select five students at random and forward to NWREL at the end of each semester a copy of the projects and other documents completed by these five students. The students names will be removed from these documents to maintain confidentiality and a single digit code number will be substituted and consistently maintained.

12. EBCE Essential Characteristics Checklist

The purpose of this checklist is to determine to what degree pilot sites using the NWREL EBCE program have been able to implement that program's essential characteristics. These characteristics consist of the basic philosophical and policy characteristics considered to be essential to program organization and operation. Each project director will be asked to complete the checklist for his or her project.

13. EBCE Process Checklist

This checklist is intended as an instrument to identify areas in which pilot sites are consistent with or different from the NWREL EBCE operational model. A description of what deviations occur, their reasons and their results is essential for an understanding of the EBCE implementation effort. This process checklist consits of four sections: (1) EBCE objectives, (2) management and organization processes, (3) curriculum and instruction processes and (4) student service processes.

During the 1975-76 school year, pilot sites used the Self Directed Search and the Psycholosical Maturity Scale (also known as the Student Opinion Scale). If pilot sites desire to continue using either or both of these instruments in 1976-77, the NWREL EBCE evaluation unit will continue to score and analyze them at no cost to the district.

APPENDIX B

Pilot Site Ratings on the EBCE Essential Characteristics Checklist

(Ratings in the left hand margin are those given by each pilot site A to E. Ratings are on a five-point scale with the anchor points indicated for each scale.)

Site Ratings (for sites A to E)

A B C D E

I. EBCE is an individualized program.

A. Ongoing assessment of student needs, interests and abilities in Basic Skills, Life Skills and Career Development:

5 4 4 4 5

[1] There is no ongoing assessment in two or more of these areas.

[5] Student needs, interests and abilities are continually assessed.

B. Participation in assessment:

5 4 4 5 5

[1] Students play a passive role in the assessment process.

[5] Students play an active and involved role in the assessment process.

C. Individual negotiation:

5 3 5 5 5

[1] All projects are preassigned and not subject to negotiation.

[5] All projects allow for negotiation between student and staff.

D. Integration

5 5 4 4 5

[1] There is no formalized, individual assessment and/or accountability.

[5] Individual assessment and accountability are integrated with program learning strategies when learning plans are negotiated.

Site Ratings

A B C D E

E. Accountability standards ("a set of learning and behavioral expectations for students as members of the EBCE 'community'"):

5 5 4 4 5

[1] There are few accountability standards.

[5] Accountability standards give the student the necessary flexibility to meet basic program expectations.

II. EBCE is a community-based program.

A. Community input into program planning and operation:

5 4 3 3 5

[1] No mechanism currently exists.

[5] A systematic mechanism exists for procuring and utilizing community input.

B. Role of the program advisory board:

5 1 1 3 5

[1] There is no program advisory board.

[5] The program advisory board takes an active role in direction of the program by providing program input.

C. Community members and student learning:

5 5 5 5 5

[1] Community members are not involved in student learning activities.

[5] Community members serve as resource instructors and certifiers of student learning.

D. Provision for community instructor training/ development activities:

4 2 3 5 3

[1] There are no community instructor training/ development activities

[5] There are at least four, regularly scheduled community instructor training/development activities.

Site Ratings

A B C D E

III. EBCE is an experience-based program and is built from the career activities of adults.

A. Mode of learning:

1 Students are instructed in a passive or school-like mode.

5 Active, realistic lifelike learning activities are provided for all students.

5 5 5 5 5

B. Student activity:

1 Students are assigned activities and schedules.

5 Students have the responsibility for budgeting their time and managing their daily activities.

5 4 5 5 5

C. Utilization of resources:

1 Secondary resources (textbooks, courses) are given priority.

5 Primary resources (people, institutions such as libraries and museums, events) are given priority.

5 5 5 4 5

D. Community learning activities:

1 Adult activities in the community are not utilized in student learning.

5 Adult activities in the community serve as the primary context for student learning.

5 5 5 4 5

E. Reference population:

1 Adolescent peers and school work are the primary referent.

5 Adults in the world of work are the primary referent.

5 5 4 4 5

Site Ratings

A B C D E

F. Community learning potential:

1 — No analysis is made of the learning potential of the local community.

5 5 3 4 3

5 — There is systematic analysis that enables staff and students to take full advantage of the learning potential of the local community.

IV. EBCE must have its own identity and must be comprehensive and integrated.

A. Program requirements and processes:

1 — Regular high school requirements and processes are used to determine student learning plans.

5 5 4 5 5

5 — EBCE program requirements and processes determine student learning plans.

B. Program completion requirements:

1 — Program completion requirements are vague, unspecified or not differentiated from the regular high school requirements.

5 5 5 5 5

5 — Program completion requirements are clearly defined, differentiated from and consistent with program goals and local requirements.

C. Curriculum:

1 — The curriculum structure includes experiences in either one or none of the following areas: Basic Skills, Life Skills, Career Development.

5 5 5 5 4

5 — The curriculum structure includes experiences in all of the above areas.

Site Ratings

A B C D E

D. Survival competencies:

1 There are no performance-based survival competencies.

5 There are at least ten performance-based survival competencies necessary for coping in life and modern society.

5 5 5 5 4

E. Interrelatedness of curriculum areas and student learning:

1 Disciplines are emphasized separately.

5 Emphasis is on interrelated curriculum areas and this is demonstrated by the student learning activities.

5 5 4 4 2

V. The EBCE program places a major emphasis on the career development of students.

A. Types of community learning situations:

1 There are no employer/community learning sites.

5 Provision is made for different types and levels of learning situations at employer/community sites.

5 5 5 5 5

B. Emphasis at learning sites:

1 Students are paid for their contributions on employer/community sites.

5 Students are on employer/community sites for learning about careers, not earning money.

5 5 5 5 5

Site Ratings

A B C D E

C. Career decision making:

5 5 5 5 5

[1] Students are not encouraged to improve their career decision-making process.

[5] Students are required to gather information about themselves and the world of work and apply this information in career decision making.

D. Reflections on student experiences:

5 5 5 5 5

[1] There are no requirements towards self-evaluation.

[5] Students are encouraged to reflect on experiences and evaluate their own strengths and weaknesses and progress.

APPENDIX C

NWREL EBCE Process Checklist Findings for Pilot Sites

This checklist is intended as an instrument to identify areas in which pilot sites and market demand sites are consistent with or different from the NWREL EBCE operational model. Deviations from NWREL procedures are viewed here from a neutral perspective in that certain deviations may produce different results than those described in the NWREL EBCE handbooks. A description of what deviations occur, their reasons and their results is essential for an understanding of the EBCE implementation effort.

This process checklist is designed to identify deviations in procedures used in operating an EBCE program and complements the EBCE Essential Characteristics Checklist, which identifies basic philosophical and policy characteristics of EBCE sites. The checklist has four sections:

1. EBCE objectives
2. Management and organization processes
3. Curriculum and instruction processes
4. Student service processes

For each item in the checklist, the project administrator is requested to identify whether the item applies to all students (or staff, employers, etc.), some or none, and also to identify any ways in which the process operates differently than at the demonstration site.

EBCE PROCESS CHECKLIST

Site_____

Respondent_____

Observer_____Date_____

I. OBJECTIVES

For each objective listed below please check whether it applies to all of your EBCE students, some or none. Also list any additional student outcomes that your project may have. (Please note that the Life Skills curriculum area is not included here because it is addressed in Section III B.)

	USED WITH:		
	All Students	*Some Students*	*No Students*
Career Development			
1. Students will increase their knowledge of their own aptitudes, interests and abilities and apply this understanding to their potential career interests.	5*		
2. Students will increase their knowledge of social, governmental and economic issues and trends in the world of work.	5		
3. Students will develop the general skills of job finding, job application, on-the-job negotiation and dependability necessary in daily work interactions.	5		
4. Students will analyze potential careers for financial and psychological inducements, preparation needs and preparation programs available.	5		

*Numbers shown refer to the number of pilot sites (out of 5) responding in each category.

	USED WITH: All Students	Some Students	No Students
Basic Skills			
5. Students will be able to perform applied skills tasks related to careers of interest to them.	4		
6. Students will improve in their performance level of Basic Skills (reading, writing, oral communication and mathematics).	4		
7. Students will become aware of the level of Basic Skills needed to enter careers of interest to them and will understand the relationship of that level to their current Basic Skills proficiency.	4	1	
8. Students will demonstrate an increased willingness to apply Basic Skills to work tasks and to avocational interests.	4		
Experimental Outcomes			
9. Students will broaden the range of sources they use (people, events, institutions, laws, books, etc.) in gathering information for work and decision making.	5		
10. Students will demonstrate the ability to conduct conversation with an adult that reveals the student's self-confidence and understanding of the other person's message and feelings.	5		

	USED WITH: All Students	Some Students	No Students
11. Students will demonstrate an increase in self-initiated behaviors and in assuming responsibility for carrying out and evaluating tasks which they agree to complete.	5		
12. Students will demonstrate an increase in behaviors that reveal a tolerance for people and institutions having different values, ideas or background than themselves; an openness to change and a willingness to trust others when circumstances warrant.	5		
13. Students will include data from their total sensory system as part of their input into their decision-making processes.	5		
14. Students will be and feel better prepared to assume imminent adult responsibilities and relationships.	5		
15. Students who select a career area to pursue will acquire specific job skills while at employer sites related to their career areas.	5		
16. Other outcomes *(please list)*			

_____
_____
_____
_____
_____
_____

II. MANAGEMENT AND ORGANIZATION PROCESSES

Please check the appropriate response that describes the current status of your project on each of the following dimensions.

1. Has the district school board approved the project?

   Approved in writing 5 Verbally approved Not approved

2. Has the state department of education approved the project?

   Approved in writing 4 Verbally approved 1 Not approved

3. Does the project meet all legal and fair labor practice requirements?

   Yes 5 Meets most requirements No

   (If you select "meets most requirements" or "no," please explain.)

4. Are the following staff roles being used? *(Check those roles actually defined and used.)*

Project director	5	Student coordinator	2
Learning manager	5	Learning assistant	1
Employer relations specialist	5	Aides	4
Learning resource	3	Others *(list)*	

III. CURRICULUM AND INSTRUCTION PROCESSES

A. Competencies

Of the following competencies check those, if any, that are part of your program and indicate if they are being certified in the same manner as at the demonstration site. List any competencies your site may have added. If your site uses competencies differently than as described on pages 331-407 of the NWREL EBCE Curriculum & Instruction handbook, please explain the differences.

	Required	Optional	Used Differently Than in Handbooks	Not Used
1. Transact business on a credit basis	4	1		
2. Maintain a checking account	5			
3. Provide adequate insurance for self, family and possessions	4	1		
4. File state and federal income tax	3	2		
5. Budget time and money effectively	5		1	
6. Maintain the best physical health and make appropriate use of leisure time	3	2	1	
7. Respond appropriately to fire, police and physical health emergencies	3		1	1
8. Participate in the electoral process	4		1	
9. Understand the basic structure and function of local, state and federal government	4		1	
10. Explain own legal rights and responsibilities	4			1
11. Make appropriate use of public agencies	4			1
12. Make application for employment and successfully hold a job	4			1

	Required	Optional	Used Differently Than in Handbooks	Not Used
13. Operate and maintain an automobile	3	1		1
14. Other competencies *(please list)*				
Cooking	1			
Obtain basic swimming certificate	1			
Demonstrate basic first aid	1			
Read and use a newspaper	1			
Parliamentary procedures	1			
Funeral arrangements	1			
Survival swimming	1			

B. Student Projects

1. *Check those projects, if any, that are part of your program. List any student projects your site may have added. If your site uses student projects differently than described on pages 189-273 of the NWREL EBCE Curriculum & Instruction handbook, please explain the differences.*

	Required	Optional	Used Differently Than in Handbooks	Not Used
1. Critical thinking preprepared project	4	1	2	
2. Critical thinking individual project	3	2	1	
3. Science preprepared project	2		1	1
4. Science individual project	3	1	1	
5. Personal/social development preprepared project	3	1	2	1

	Required	Optional	Used Differently Than in Handbooks	Not Used
6. Personal/social development individual project	3	1	1	
7. Functional citizenship designed project	4	1	3	
8. Functional citizenship individual project	3	1	1	
9. Creative development designed project	3	2	3	
10. Creative development individual project	3	1	1	
11. Others _____ _____ _____				

2. How many projects is each student expected to complete each year? (One site requires fifteen projects, one site requires ten projects, one site requires six projects, one site requires five projects, and one site does not require a fixed number of projects.)

3. On individually prepared Life Skills projects, who generally does the following? *(Circle responses that apply):*

1. Selects the topics		Students	Staff (Both)	4
2. Determines the objectives and activities	1	Students	Staff (Both)	5
3. Evaluates the results		Students	Staff (Both)	5

C. Exploration Package

1. Are the exploration packages--

Required of all students 5

Required of some students

Used differently than described on pages 105-185 of the NWREL EBCE Curriculum & Instruction handbook. If so, please explain the differences.

2. How many explorations, if any, are required of students in your program?

(One site requires three explorations, three sites require five explorations, and one site eight to twelve explorations.)

3. Who selects the exploration sites for an individual student?

EBCE staff

The student 1

Staff and student jointly 4

Other *(please specify)*

4. What is the average length of each exploration in hours?

(One site listed 15-30 hours; one site listed 20 hours, two sites listed 10 hours and one site listed 8 hours.)

D. Learning Level Process

1. Are learning levels--

Required of all students 2

Required of some students

Used differently than described on pages 277-327 of the NWREL EBCE Curriculum & Instruction handbook. If so, please explain the differences.

Not required 0

(One site did not respond to this question

2. How many learning level experiences, if any, are required of students in your program?

(One site reported no learning level experience required; two sites reported one learning level required, one site reported two learning level experiences required.)

3. Approximately what proportion of time do students spend working on learning levels at employer sites?

(Three sites reported 50%, one site reported 4 weeks (2-3 hours per day), one site reported six weeks and one site reported 60-120 hours and one site reported it varies according to students.)

E. Student Journals

1. What are the primary purposes served by the journals?

   Analyzing and integrating career awareness information 1

   Developing communication skills 3

   Helping students know themselves better 5

   Developing trust relationships with an adult 4

2. Are student journals--

   Required of all students 5

   Required of some students

   Used differently than described on pages 411-451 of the Curriculum & Instruction handbook. If so, please explain the differences.

3. How often are students required to write journal entries?

   (Four sites reported weekly; one site reported bi-weekly.)

4. How often are students required to turn in their journals?

   (Four sites reported weekly and one site reported bi-weekly.)

F. Employer Seminars

1. Approximately how many seminars with employees or community resource people have you held for students or do you plan to hold this school year?

   (One site reported one, one site reported three, one site reported four, one site reported nine, and one site reported they don't use employee seminars.)

G. Specific Curriculum Materials

Do students in your program use the following materials?

	USED BY: All Students	Some Students	No Students
1. Individualized Learning for Adults (ILA) Basic Skills materials			5
2. Career Information System (CIS)	2		3

	USED BY: All Students	Some Students	No Students
3. Other materials (please specify)			
SRA Basic Skills materials		*1*	
Locally created Basic Skills materials	*1*		
Spectrum math series		*1*	
Sounder reading program		*1*	
Competencies package		*1*	
VAST		*1*	
District Career Education materials		*1*	
Occupational Outlook Handbook		*1*	
Noonan-Spradley Diagnostic Program of Computational Skills			
Moh's Basic Language Skills Program			

H. Program Completion Requirements

1. Does your project have written program completion requirements that are clearly defined? Yes *5* No *0*

2. If yes, are the requirements like those described on pages 52-53 of the NWREL EBCE Curriculum & Instruction handbook?

Yes *3* No *1*

IV. STUDENT SERVICES

A. Student Recruitment

1. Has student recruitment been aimed at a cross section of local high school students? Yes *4* No *1*
One site includes the Jr. High schools in their recruitment efforts.

2. What recruitment strategies were used?

- *Class meeting*
- *Programs at the high school*
- Referrals from high school counselors
- Referrals from teachers and administrators

3. What types of students actually entered the program? *(Indicate only if different from type of student recruited.)*

4 Students with the widest possible range of ability and attitudes
1 School dropouts

B. Classes

1. Are students allowed to take classes at the local school?

Yes 5 No 0

At community colleges or other institutions?

Yes ___ No 2

(One site did not respond to this question)

2. Approximately how many students, if any, are currently taking classes?

(Two site reported twenty-five, one site reported nine, one site reported six and one site reported none.)

What types of classes?

(Sites reported classes in English literature, band, drill team, French, history, art, chorus and agriculture)

C. Guidance

1. Is the guidance function shared by all professional staff members?

Yes 5 No 0

2. Do staff members conduct student staffing sessions regularly to discuss the progress of each student? Yes 5 No 0

D. Accountability System

1. Does your project utilize a student accountability system with clearly defined expectations and consequences?

   Yes 5 No ___

2. If yes, does your accountability system work like that described on pages 77-91 of the Curriculum & Instruction handbook?

   Yes 4 No 0

   If no, please describe the differences.

   - *Somewhat different because of individual interpretation*
   - *We consider individual needs and problems*

E. Program Year Action Modules

1. How many program year action modules for students are utilized by your project?

   (One site reported ten, one site reported six, two sites reported four and one site does not use program year action modules.)

2. If you have action
   pages 81-84 of the NWREL EBCE Curriculum & Instruction handbook?

   Yes 3 No 2

F. Assessment Forms

Listed below are a number of EBCE forms or instruments sometimes used. Please indicate which forms are required, optional or not used. Also indicate if they are revised or different from those developed or used by NWREL.

	Used by All	*Used by Some*	*Not Used*	*Revised or Different from the Handbook*
1. CTBS Reading & Arithmetic Subtests (C:27,54)*	4		1	

*This form is shown or discussed in the designated NWREL EBCE handbook on these pages. (C = Curriculum & Instruction; S = Student Services)

		Used by All	Used by Some	Not Used	Revised or Different from the Handbook
2.	Basic Skills Prescription Pad (C:635)	1	1	3	
3.	Self Directed Search (C:116,145,640-41)	2	2	1	
4.	PSM (Student Opinion Scale)	3		2	
5.	Semantic Differential	2		3	
6.	Goal Directed Student Ratings (by staff)	1		2	1
7.	Parent Opinion Survey	3		1	1
8.	Employer Opinion Survey	3		1	1
9.	Student Application Form (S:69-75)	5			2
10.	Staff Questionnaire	4		1	
11.	End-of-Year Student Questionnaire	5			
12.	Learning Site Analysis Form (C:72-75)	3	1		2
13.	Skill Development Records (S:108-109)	2	1	2	
14.	Student Performance Review (by employers) (S:112-113)	3		2	
15.	Student Evaluation of Learning Site (S:110-111)	2	1	2	
16.	EBCE Record of Student Performance (S:265-297) (Portfolio)	3	1		1
17.	EBCE Student Experience Record (S:102-104)	4			1

	Used by All	Used by Some	Not Used	Revised or Different from the Handbook
18. Weekly Time Reports (S:90-91)	4			1
19. Student Profile Sheet (S:98-99)	3		1	1
20. Accountability Write-Up Form (S:118-119)	3	1	1	
21. Learning Site Utilization Form (S:106-107)			2	3
22. Maintenance Visit Record (S:130-131)	1		2	2
23. [illegible]one Debriefing Form [illegible]S:116-117)	1		3	
24. Predesigned Projects (C:196)	4	1		

2. *Please list any additional forms or instruments your project uses. We would also appreciate receiving a copy of any of these forms.*

G. Skill Building Level

1. Will skill building levels at employer sites be--

   Required of all students?
   Required of some students?
   Available as an option? 5
   Used differently than described on pages 277-327 of the Curriculum & Instruction handbook? If so, please explain the differences.

2. If skill building levels are an intended part of your program, have any students begun them yet?

   Yes 4 No 1

H. Special Placements

1. Are "special placements" of students at employer sites for Life Skills or Basic Skills an option within your program?

   Yes 4 No ___

   (Not answered at one site)

2. If "special placements" are a part of your program, have any students begun them yet?

Yes 3 No 1

(Not answered at one site)

Appendix D

EBCE STUDENT BACKGROUND QUESTIONNAIRE RESPONSES

Please check the answers that describe you, or write in responses when asked to do so.

1. Have you ever worked for pay outside of your home on a regular basis? (If no, ignore questions 2 and 3 and go directly to question 4.)

	A	B	C	D	E
Yes	(N=19)	(N=24)	(N=26)	(N=21)	(N=30)
	89.5*	70.8	100	76.2	86.7

2. If you answered yes to question 1, what types of work do you do now or have you don in the past?

	A	*B*	*C*	*D*	*E*
Only unskilled labor listed	*84.2*	*76.8*	*38.5*	*46.7*	*50.0*
Only skilled labor listed	*0*	*4.2*	*7.7*	*14.3*	*6.7*
Both skilled and unskilled jobs listed	*5.3*	*0*	*42.3*	*14.3*	*30.0*

3. What do you expect to be doing one year after completing high school? (check one or more answers)

Working full-time	42.1	33.3	34.6	14.3	30.0
Entering an apprenticeship or on-the-job training program	10.5	12.5	7.7	4.8	16.7
Going into regular military service or to a service academy	5.3	8.3	3.8	9.5	6.7
Attending a vocational, technical, trade or business school	5.3	4.2	23.1	19.0	10.0
Attending a junior or community college	10.5	12.5	19.2	9.5	26.7

*Numbers for each response indicate the percentage of students giving that response.

Attending a four-year college or university	10.5	12.5	19.2	9.5	36.7
Working part-time	21.1	12.5	34.6	23.8	23.3
Other (travel, take a break)	31.6	4.2	11.5	9.5	13.3
I have no idea what I will be doing	15.8	41.7	30.8	33.3	3.3

4. How far do you plan to pursue your formal education? (Check one)

	A	B	C	D	E
Do not plan to finish high school		4.2	3.8		
High school graduate	52.6	75.0	34.6	57.1	16.7
High school plus one or two years of college, community college or special training	36.8	12.5	34.6	9.5	26.7
High school plus three or more years of college, community college or special training		8.3	7.7	14.3	6.7
Four-year college graduate	10.5		11.5	9.5	30.0
Graduate or professional training beyond college			7.7	4.8	20.0

5. List two jobs you feel would like to hold after completing your education. Be as specific as possible (for example, say "a mechanical draftsman" rather than "working at National Engineering").

Students first and second choices were coded according to Hollingshead's socioeconomic status system into the following categories:

	A	B	C	D	E
Higher executives and major professionals	5.3	3	29.0	13	40.0
Business managers and lesser professionals	5.3	13	48.4	13	70.0
Administrative personnel and minor professionals	15.8	10	29.0	6	23.3
Clerical, sales workers	10.5	28	32.3	22	33.3
Skilled manual employees	31.6	31	19.4	28	16.7
Semi-skilled employees	42.1	10	6.5	16	3.3
Unskilled	63.2	3			
Other		3	3.2	3	

6. Have you observed or directly worked at either or both of the two preferred jobs listed for question 5?

	A	B	C	D	E
I have observed or worked at both jobs	31.6	12.5	32.1	19.0	13.3
I have observed or worked at one of these two jobs	31.6	37.5	38.5	23.8	40.0
I have not observed or worked at either job	36.8	4.2	26.9	33.3	43.3

7. How sure are you of steps to prepare for and enter the job which you would most like to hold after graduation?

	A	B	C	D	E
Do not know where to begin	26.3	25.0	15.4	19.0	13.3
Have some idea	57.9	45.8	30.8	42.9	50.0
Steps pretty clear	10.5	25.0	34.6	23.8	26.7
Steps quite clear	5.3		15.4	14.3	10.0

8. Do you feel you will be able to complete the necessary steps for this job?

	A	B	C	D	E
Yes	42.1	45.8	80.8	57.1	83.3
Not sure	52.6	50.0	19.2	28.6	16.7
Probably not	5.3	4.2			

9. What are the occupations of your father and mother?

Occupations were coded according to Hollingshead's socioeconomic status system into the following categories.

Father's Occupation	*A*	*B*	*C*	*D*	*E*
0 Higher executives and major professionals		*8.3*	*7.7*	*6*	*16.7*
1 Business managers and lesser professionals	*10.5*		*7.7*	*6*	*13.3*
	10.5		*7.7*	*6*	*13.3*
2 Administratim personnel and minor professionals			*7.7*	*6*	*6.7*
3 Clerical, sales workers	*10.5*	*12.5*	*7.7*	*6*	*16.7*
4 Skilled manual employees	*21.1*	*33.3*	*30.8*	*65*	*16.7*
5 Semi-skilled employees		*33.3*	*19.2*	*12*	*3.3*
6 Unskilled employees	*36.8*	*8.3*	*3.8*		*3.3*
7 Other	*5.3*	*4.2*	*7.7*	*6*	*3.3*

	A	B	C	D	E
Mother's Occupation					
0 Higher executives and major professionals		4.2			
1 Business managers and lesser professionals				6	13.3
2 Administrative personnel and minor professionals		12.5	11.5	6	3.3
3 Clerical, sales workers			19.2	18	33.3
4 Skilled manual employees	5.3	29.2	3.8	6	
5 Semi-skilled employees		8.3	11.5	12	3.3
6 Unskilled employees	21.1	8.3	11.5	6	
7 Other	63.2	4.2	42.3	47	30.0

10. What high school activities (such as choir or basketball team) did you participate in the year before entering EBCE? Write "none" if you did not participate in any. If you participated in sports, list the actual names of the sports.

	A	B	C	D	E
None	68.4	70.8	53.8	62	16.7
One	15.8	12.8	19.2	14	36.7
Two	5.3	16.7	7.7	19	13.3
Three	10.5		15.4	5	16.7
Four			3.8		16.7

11. What specific high school activities, if any, do you plan to participate in this year?

	A	B	C	D	E
None	68.4	75.0	65.4	71	33.3
One	21.1	20.8	11.5	14	30.0
Two	5.3	4.2	15.4	14	13.3
Three	5.3		3.8		16.7
Four					6.7

12. List your hobbies or recreational activities.

Number Listed	A	B	C	D	E
None	10.5	25.0	3.8	13	3.3
One	15.8	25.0	11.5		13.1
Two	5.3	37.5	26.9	20	20.0
Three	21.1	12.5	23.1	13	26.7
Four	26.3		19.2	33	23.3
Five or more	21.1		15.4	20	13.3

13. Approximately how many pamphlets, brochures, manuals or magazine articles did you read this past school year?

	A	B	C	D	E
None		12.5			10.0
1 50 5	10.5	25.0	3.8	14.3	26.7
6 to 10	10.5	25.0	19.2		16.7
11 to 20	21.1	4.2	34.6	28.6	6.7
21 to 30	5.3	12.5		14.3	20.0
More than 30	47.4	20.8	42.3	33.3	16.7

14. Are you:

	A	B	C	D	E
White	94.7	95.8	92.3	61.9	86.7
Black		4.2			
Oriental			3.8		3.3
Spanish descent (Chicano, Puerto Rican and so forth)					
Native American Indian	5.3				
Native Alaskan				33.3	
Other (specify)					6.7

15. What is the highest level of formal education your father has completed?

	A	B	C	D	E
None					
Elementary School		8.3		14.3	
Some high school	21.1	29.2	11.5	19.0	3.3
High school graduate	31.6	16.7	38.5	33.3	26.7
Some postsecondary (for example, some college, jr. college, business school, trade or technical school)	26.3	4.2	23.1	9.5	20.0
College graduate (4-year degree)	5.3	4.2	7.7	9.5	13.3
Some graduate work	5.3	4.2	7.7	9.5	13.3
Advanced degree					6.7
Do not know	15.8	4.2	3.8		6.7
		33.3	15.4	9.5	10.0

16. What is the highest level of formal education your mother has completed?

	A	B	C	D	E
None					
Elementary school			*3.8*	*14.3*	
Some high school	*21.1*	*25.0*	*15.4*	*19.0*	*3.3*
High school graduate	*42.1*	*29.2*	*50.0*	*33.3*	*43.3*
Some postsecondary	*15.8*	*4.2*	*15.4*	*9.5*	*23.3*
College graduate	*5.3*	*12.5*		*9.5*	*6.7*
Some graduate work					
Advanced degree					
Do not know	*10.5*	*25.0*	*11.5*	*9.5*	*6.7*

17. How important was each of the following factors in deciding to join EBCE? (Circle one number for each question. For example, "1"=not important, "3"= somewhat important, and "5"=extremely important.)

	A	B	C	D	E
I wanted more freedom/ independence	*4.1*	*2.9*	*3.8*	*3.1*	*2.5*
I wanted to choose my own learning style	*4.3*	*3.7*	*4.4*	*3.9*	*3.0*
I wanted to learn about careers	*4.6*	*4.4*	*4.7*	*4.6*	*4.5*
I did not like my previous school	*3.4*	*3.5*	*2.8*	*2.7*	*1.6*
I wanted to prepare for a job	*4.4*	*4.3*	*4.3*	*4.[illegible]*	*4.4*
I was bored with school	*4.3*	*3.6*	*2.6*	*2.8*	*1.9*
I heard the EBCE program was easy	*2.1*	*2.6*	*1.4*	*1.7*	*1.4*

APPENDIX E

EBCE STUDENT END-OF-YEAR QUESTIONNAIRE RESPONSES

	SITES					
	A (N=20)	B (N=42)	C (N=31)	D (N=29)	E (N=35)	F (N=27)
1. What do you expect to be doing one year after completing high school?						
1. Working full-time	35.0*	50.0	29.0	44.8	22.9	29.6
2. Entering an apprenticeship or on-the-job training program.		4.8	3.2	6.9		7.4
3. Going into regular military service or to a service academy.		11.9	6.5	3.4	5.7	
4. Attending a vocational, technical, trade or business school.	5.0	2.4	3.2	13.8		7.4
5. Attending a junior or community college.	15.0	7.1	22.6	3.4	14.3	14.8
6. Attending a four-year college or university.		2.4	22.6	10.3	25.7	22.2
7. Working part-time	5.0	4.8	3.2	10.3	22.9	11.1
8. Other (travel, take a break)	30.0	2.4	9.7	6.9	5.7	7.4
9. I have no idea what I'll be doing	10.0	14.3			2.9	
2. How far do you plan to pursue your formal education?						
1. Don't plan to finish high school.		2.4				
2. Graduate from high school	70.0	71.4	29.0	27.6	20.0	29.6
3. High school plus one or two years of college, community college or special training	25.0	21.4	32.3		25.7	18.5

*Figures for each response represent the percentage of students giving that response from the five EBCE pilot sites and the Tigard demonstration site shown here as site F.

4. High school plus three or more years of college, community college or special training	5.0		12.9	10.3	14.3	22.2
5. Graduate from four year college		2.4	12.9	3.4	22.9	22.2
6. Graduate or professional training beyond college		2.4	12.9		17.1	7.4

	SITES					
	A	B	C	D	E	F
3A. List two jobs you feel you might like to hold after completing your education.						
Jobs were coded according to Hollingshead's socioeconomic status system into the following categories:						
First Occupational Preference						
1) Higher executives and major professionals			13.3	3.4	11.8	15.4
2) Business managers and lesser professionals	36.8	2.5	16.7	13.8	32.4	23.1
3) Administrative personnel and minor professionals	10.5	15.0	13.3		11.8	23.1
4) Clerical, sales workers	31.6	12.5	10.0	24.1	17.6	7.7
5) Skilled manual employees	15.8	50.0	30.0	34.5	20.6	26.9
6) Semi-skilled employees		12.5	6.7	17.2	2.9	3.8
7) Unskilled	5.3	5.0	3.3	6.9	2.9	
8) Other		2.5				
3B. List two jobs you feel you might like to hold after completing your education.						
Jobs were coded according to Hollingshead's socioeconomic status system into the following categories:						
Second Occupational Preference						
1) Higher executives and major professionals		9.4	10.0	3.6	18.2	7.4

2) *Business managers and lesser professionals*	21.1	6.3	23.3	7.1	12.1	33.3
3) *Administrative personnel and minor professionals*	5.3	3.1	20.0	10.7	18.2	22.2
4) *Clerical, sales workers*	36.8	15.6	10.0	28.6	21.1	3.7
5) *Skilled manual employees*	10.5	43.8	23.3	46.4	24.2	18.5
6) *Semi-skilled employees*	5.3	15.6		3.6	3.0	3.7
7) *Unskilled*		6.3	3.3			3.7

	SITES					
4. Have you observed or directly worked at either or both of the two preferred jobs listed for question 3?	A	B	C	D	E	F
1. I observed or worked at both jobs	50.0	47.5	76.7	48.3	42.9	51.9
2. I observed or worked at one of these two jobs	35.0	37.5	16.7	51.7	51.4	37.0
3. I did not observe or work at either job	15.0	15.0	6.7		5.7	11.1
5. How sure are you of steps to prepare for and enter the job which you would most like to hold after graduation?						
1. Do not know where to begin	10.0	12.2			2.9	
2. Have some idea	30.0	22.0	10.0	31.0	28.6	37.0
3. Steps pretty clear	55.0	39.0	50.0	41.4	42.9	37.0
4. Steps quite clear	5.0	26.8	40.0	27.6	25.7	25.9
6. Do you feel you will be able to complete the necessary steps for this job?						
1. Yes	75.0	78.0	93.5	86.2	94.3	85.2
2. Not sure	25.0	17.1	6.5	13.8	5.7	14.8
3. Probably not		4.9				

		SITES					
		A	B	C	D	E	F
7.	What aspects of your learning this year (if any) influenced your choice of potential careers? (Check as many as apply.)						
	1. None	15	17	3	3	9	
	2. I talked to teachers or a counselor about by choices	40	1)	17	29	34	11
	3. I talked to people who work at the jobs	60	45	58	45	63	70
	4. I talked with relatives or friends about my choices	25	26	35	17	54	33
	5. I had experience in observing or trying out the jobs	70	57	74	72	69	70
	6. I read about the jobs	15	10	29	14	40	19
8.	a. Are there any jobs that <u>last</u> year seemed interesting that you <u>now</u> feel do <u>not</u> match your interests or abilities?						
	Yes	30.0	56.1	50.0	39.3	48.6	66.7
	b. If yes, list these jobs.						
	c. Why do you now feel that the job(s) no longer match your interests or abilities?						
	d. What caused you to change your mind about the job(s)? (Check one or more of the following.						
	1. Advice from teachers or a counselor	5	2	6	7	3	7
	2. Advice from relatives or friends	10	5	3	7	17	5
	3. Advice from someone who works at the job(s)	15	5	19	7	9	11
	4. Information I have read about the job(s)	15		6		11	11

5. Experience in observing or trying out the job(s)	40	48	45	38	37	56
6. My interests have changed	40	19	26	14	31	38
7. I don't know	5	2		3		4

Questions 9-31 were answered by the students using a Likert scale of 1 to 5 to indicate how helpful they felt EBCE/school had been to them in reach each objective. (For example, if they felt EBCE/school was very helpful they were to circle 5, if moderately helpful they were to circle 3 and if little or no help circle 1.) The mean and standard deviation for EBCE and Comparison Group students is shown in the table below:

How helpful do you feel your EBCE/school experience this year have been in assisting you to--

MEANS FOR EBCE STUDENTS PER SITE

	SITES					
	A	B	C	D	E	F
8. solve problems logically	4.1	2.3	3.8	3.7	3.2	3.4
9. understand the role of science in our society today	3.5	2.8	3.6	3.2	2.7	3.2
10. understand more about yourself	4.6	3.6	4.7	4.0	4.2	4.1
11. get along with others	4.5	3.7	4.5	4.1	4.1	4.5
12. understand the democratic process	3.7	2.6	3.6	3.4	2.9	3.2
13. develop your own creativity	4.4	3.2	4.1	3.9	3.9	3.5
14. learn how your interests and abilities fit into potential careers	4.3	3.9	4.4	4.2	4.1	4.0
15. learn how society's values, the government and the economy affect the world of work	3.7	3.1	4.0	3.8	3.2	3.6
16. learn what to look at when considering a job	4.4	3.9	4.3	4.5	4.1	4.2

		SITES					
		A	B	C	D	E	F
17.	learn how to find and keep a job	4.5	3.8	3.7	4.3	4.2	3.8
18.	learn the basic skills necessary for the careers that interest you	4.3	3.7	4.2	4.3	4.1	4.0
19.	improve your reading skills	3.7	3.3	3.9	3.4	2.7	2.3
20.	improve your math skills	3.6	3.4	3.5	4.0	2.5	3.0
21.	improve your oral communication skills	4.0	3.1	3.8	3.7	3.7	3.7
22.	improve your writing skills	4.0	3.1	3.8	3.7	3.1	2.9
23.	know what level of basic skills proficiency is required in the jobs of interest to you	4.0	3.5	4.0	3.7	3.7	3.7
24.	gain confidence in your ability to apply basic skills to complete tasks and to solve problems around you	4.2	3.5	4.0	4.0	3.9	3.9
25.	become acquainted with a broad range of resources to use in gathering information for work and decision making	4.1	3.2	3.9	3.7	3.9	3.8
26.	communicate comfortably with adults	4.2	3.5	4.4	4.2	3.9	3.9
27.	take responsibility for your own actions	4.5	3.9	4.4	4.3	4.1	4.1
28.	become more open to ideas and values different from your own	4.4	3.9	4.5	4.0	4.0	4.1
29.	use information obtained through direct experiences in making decisions	4.1	3.6	4.1	4.1	3.9	4.0
30.	feel prepared to accept adult respon- responsibilities	4.6	3.9	4.8	4.3	4.0	4.0
31.	How would your rate the overall quality of your EBCE/school program? *(Students used a scale of 1 (poor) to 5 excellent).)*	4.4	3.8	4.2	4.1	3.8	4.0
32.	If you had it to do over again, do you think you would decide to participate in EBCE? *(Students used a scale of 1 (definitely no) to 5 (definitely yes).)*	4.3	3.6	4.9	4.4	3.6	4.3

		SITES					
		A	B	C	D	E	F
33.	In EBCE have you felt that you could progress at your own rate? *(Students used a scale of 1 (definitely no) to 5 (definitely yes).)*	4.5	3.7	4.6	4.2	4.0	4.0
34.	In comparison with the regular high school program, how much opportunity did EBCE provide you for learning about occupations? *(Students used a scale of 1 to 5 (1 = much less, 3 = about same, 5 = much more).)*	4.7	4.3	4.6	4.8	4.8	4.7
35.	In comparison with the regular high school program, how much opportunity did EBCE provide you for general learning? *(Scale of 1 to 5 as in question 35.)*	4.5	3.4	4.3	4.0	3.5	4.0
36.	In comparison with past experiences in the regular high school program, how motivated are you to learn in EBCE? *(Scale of 1 to 5 as in question 35.)*	4.7	3.6	4.7	4.3	3.9	4.5
37.	What courses, if any, have you taken this year at the high school, a community college, employer site or elsewhere? (Please list any courses and where they were taken.)						
	None	65.0	24.4	55.6	58.6	25.7	51.9
	One	15.0	14.6	25.9	13.8	22.9	29.6
	Two	5.0	22.0	3.7	13.8	25.7	3.7
	Three		14.6	7.4	3.4	11.4	7.4
	Four	15.0	19.5	7.4	10.3	14.3	7.4
	Five		2.4				
	Six		2.4				

	SITES					
	A	B	C	D	E	F
38. This year, approximately how many pamphlets, brochures, manuals or magazine articles did you read?						
1. None		7.1	3.3			
2. 1 to 5	15.0	23.8		6.9	14.3	4.8
3. 6 to 10	25.0	19.0	10.0		28.6	25.9
4. 11 to 20	30.0	9.5	16.7	20.7	22.9	11.1
5. 21 to 30	10.0	14.3	20.0			
6. More than 30	20.0	21.4	50.0	37.9	25.7	33.3
39. During the school year, approximately how many visits did you make to the following community resources? (Write in the number next to each community resource. Put "0" if you did not visit a particular resource.)						
Public Libraries						
None	21.1	32.5		28.6	17.6	12.0
1 to 3	31.6	37.5		35.6	55.8	52.0
4 to 6	15.8	17.5	10.0	14.3	20.5	20.0
7 to 8	5.3	2.5	3.3	7.1		
9 or more	26.3	10.0	86.7	14.3	5.9	16.0
Museums						
None	66.7	78.9	63.0	63.0	36.4	15.4
1 to 3	33.4	13.1	33.3	37.0	63.7	65.3
4 to 6		7.9				19.1
7 to 8			3.7			

	SITES					
	A	B	C	D	E	F
Courts						
None	44.4	53.8	6.7	53.6	26.5	30.8
1 to 3	38.9	41.1	56.6	42.8	53.0	42.2
4 to 6	16.7	2.6	26.6	3.6	8.8	15.4
7 to 8			3.3		5.9	
9 or more		2.6	6.7		5.9	11.5
Public Meetings						
None	70.6	76.9	26.7	60.7	29.4	24.0
1 to 3	11.8	20.5	53.3	32.1	61.8	60.0
4 to 6	11.8	2.6	13.4	7.2	8.8	8.0
7 to 8			3.3			
9 or more	5.9		3.3			8.0
College or Universities						
None	87.5	76.3	14.8	58.6	54.5	44.0
1 to 3	12.5	21.0	59.2	27.6	42.5	40.0
4 to 6		2.6	18.5	3.4		4.0
7 to 8						
9 or more			7.4	10.3	3.0	12.0
State Legislature						
None	100.0	94.4	25.9	92.6	63.6	88.0
1 to 3		5.6	74.1	7.4	36.4	12.0

	SITES					
	A	B	C	D	E	F
40. What do you think are the two greatest weaknesses of the EBCE program? (Check the responses you feel are most applicable or write in your own response.)	80.0	61.5	62.5	49.0	*	55.6
1. Some students can't handle the freedom	80.0	61.5	62.5	49.0	*	55.6
2. Problems in the organization/ staffing of the program	5.0	42.7	36.2	149.0		39.6
3. Students not receiving sufficient training in basic skills or survival skills	45.0	9.1	11.9			8.0
4. Inadequate supervision of students on job sites	10.0	7.1	15.4			11.7
5. Lack of variety of job sites to meet students' interests	15.0	65.4	4.2			59.6
41. What do you think are the two greatest strengths of the EBCE program? (Check the responses you feel are most applicable or write in your own response.						
1. Good alternative to a regular school program	25.1	36.6	16.0	125.0		40.7
2. Quality of the staff	5.0	8.0	16.3	75.0		14.9
3. Students learn about a variety of careers	35.0	46.6	32.7			33.9
4. Students learn about "real life" situations and responsibility	45.0	60.1	62.4			43.1
5. Good way of getting students to learn	25.0	8.0	8.3			15.1
6. Experience in working with adults	35.0	37.5	34.1			19.1
7. Individual treatment of students	30.0	3.1	25.7			19.2

*Not asked at site E.

STUDENT RESPONSES TO THE OPEN-ENDED ITEMS
EBCE STUDENT END-OF-YEAR QUESTIONNAIRE

Question 42. *What are five things you could do NOW to find out about the job before you take the job or begin job training?*

RESPONSES		Site A (N=27) E	Site A (N=17) C	Site B (N=20) E	Site B (N=35) C	Site C (N=20) E	Site C (N=10) C	National Sample (N=2309)
Acceptable	M	3.30	4.00	3.50	2.80	3.00	2.00	No Mean Available
Unacceptable	M	.70			.34	1.00		

ACTUAL RESPONSES	PERCENTAGE OF RESPONSES Site A E	Site A C	Site B E	Site B C	Site C E	Site C C	National Sample
Talk to councselor, advisor, guidance officer	0	53	6	17	1	0	29.7
Talk to or observe people in the field	74	76	83	60	14	5	70.1
Obtain and/or read material about it	44	71	63	60	4	3	44.8
Get information from school or college, or from professional associations	15	12		9	3		3.5
Talk to teacher not in specific field .	18			3	1	1	2.4
Contact personnel officer, employer or employment office	37	35	46	20	9		42.6
Get job or training	30	23	11	9	3	1	6.0
Ask parents		18	3	3			Not coded
Ask friends	11	23	3	14			Not coded
Other acceptable responses	22		14		5	1	22.8
Other unacceptable responses	22			14	1		18.0

*E=EBCE students, C=comparison group students. Site A is the Tigard Demonstration Site while Sites B and C are the pilot sites.

Question 43. *Give six reasons why some people who are willing to work find it hard to get a good job.*

RESPONSES	Site A		Site B		Site C		National Sample
	E	C	E	C	E	C	
Acceptable	3.77	3.70	4.00	2.00	3.00	3.40	No Mean Available
Unacceptable	.11	.32	2.66	2.00	.10		

PERCENTAGE OF RESPONSES

ACTUAL RESPONSES	Site A		Site B		Site C		National Sample
	E	C	E	C	E	C	
Racial discrimination		12	3	6		1	19.1
Age discrimination	15	6		9	2		25.8
Sex discrimination		6	6	3			8.0
Ethnic discrimination				3			2.9
Religious discrimination	4	6		3			2.8
Over qualified	15	6	9	3			1.2
Police record	6	18			2		10.6
Past drinking problem or history of mental illness							.1
Personality, manners, attitude	33	35	29	23	6	4	6.9
Appearance	15		11	3	3	2	11.3
Other discriminatory practices			9	9	1		5.7
Other acceptable responses	4		6	9	1		13.5
Interview went poorly, badly		6	23	6			1.6
Experience, training, skills, education	11	12			9	7	83.8
Lack of intelligence (except mentally)	70	71	74	57			3.8

Question 43, (continued)

ACTUAL RESPONSES	PERCENTAGE OF RESPONSES						
	Site A		Site B		Site C		National Sample
	E	C	E	C	E	C	
Other unacceptable responses	4	6	3		1		34.3
Physical helath; physical or mental disabilities	33	6	6	3	1	2	24.4
References; past job performance; not a good worker	15	6	11	6	2		14.5
Demands applicant makes; job not compatible with applicant's requirements	18	35	14	9	7	2	25.2
Indecisive; don't know what they want	11	6	20	9		1	1.1
Jobs not available	26	35	46	23	6	2	53.0
Too far from job; transportation problem	18	6		11	1	1	18.2
Don't look hard enough; don't know how to look for a job	15	41	17	26	4	2	Not coded

Question 44. *List ten different things that a person should think about in choosing a job or career.*

RESPONSES		Site A E	Site A C	Site B E	Site B C	Site C E	Site C C	National Sample
Acceptable	M	7.74	6.00	6.40	4.20	8.00	3.70	No Mean Available
Unacceptable	M	.11	.32	.10	.06		.10	

PERCENTAGE OF RESPONSES

ACTUAL RESPONSES	Site A E	Site A C	Site B E	Site B C	Site C E	Site C C	National Sample
Responsibility, challenge, usefulness, self-improvement	4	6	9	6			14.8
Personal satisfaction, interest, desires, goals	81	82	77	63	13	7	84.6
Prestige, status, opportunity for advancement, respectability	41	29	17	26	3	1	28.3
Availability now and future	33	29	29	23	1	2	27.1
Duties	7	6	6	6	3		12.9
Working conditions; mechanical aspects of job	96	76	71	49	13	7	90.9
Job qualifications (training, experience, education)	63	76	31	34	9	4	52.5
Personal abilities or constraints (intelligence, personality, physical abilities)	48	29	43	14	5	1	49.4
Interpersonal relations	41	23	31	9	4	2	30.6
Possible discriminatory factors			3		1		1.7
Ethical considerations	7		3				2.7
Other acceptable responses	15		3		3		7.0
Other unacceptable responses	11		6	6		1	33.5

APPENDIX F

EBCE EMPLOYER COMMUNITY OPINION SURVEY RESPONSES

	SITES				
	A (N=41)	B (N=42)	C (N=19)	D (N=59)	E (N=19)
Approximate number of employees at your site					
1 person	7.3*	2.4	5.3	5.1	10.7
2-4 persons	29.3	26.2	31.6	13.6	17.9
5-10 persons	24.4	19.0	26.3	18.6	17.9
11-50 persons	17.1	45.2	26.3	37.3	21.4
51-100 persons	7.3	7.1		1.7	10.7
Over 100 persons			5.3	1.7	21.4
Length of time you have been participating with the program					
Less than 6 months	12.5	16.7	5.3	10.7	21.4
6-11 months	20.0	9.5	36.8	8.9	50.0
12-18 months	7.5	14.3	26.3	12.5	14.3
Over 18 months	35.0	59.5	26.3	44.6	7.1

Students in the program visit employer sites for a career exploration (usually several days to get an overview of a particular job) or for a learning level (usually several weeks or more to work on a project or get a more in-depth view of an occupation).

1. When the student is on a career exploration or learning level at your site, approximately how many hours per week do you typically spend with the student?

Number of hours per week for career exploration: (Means and Standard Deviation)

	A	B	C	D	E
Mean	9.3	6.2	4.3	5.8	6.4
S.D.	6.0	5.2	4.8	6.3	4.9

*Figures for each response represent the percentage of employers giving that response. Figures will not total 100 percent if some employers omitted the question.

Number of hours per week for learning level: (Means and Standard Deviation)

	A	B	C	D	E
Mean	8.4	8.0	5.4	5.2	5.3
S.D.	7.4	11.4	5.0	6.8	9.3

2. Which of the following supportive services do you (or others at your site) provide for the students? (Check each appropriate category for career exploration and for learning level if you have had students for both levels.)

	Career Explorations				
	A	B	C	D	E
Talk about job opportunities?	90.2	71.4	73.7	72.9	92.9
Talk about the student's personal problems?	26.8	23.8	15.8	25.4	14.3
Talk about activities at your site?	75.6	81.0	73.7	83.1	96.4
Tutor in an academic area?	17.1	4.8	10.5	6.8	7.1
Evaluate individual student's assignments?	39.0	52.4	26.3	33.9	39.3
Assist students in non-job-related assignments?	17.1	7.1	15.8	13.6	10.7
Supervise students to perform a specific job-related task at your site?	58.5	73.8	36.8	64.4	42.9
Help plan student assignments?	39.0	33.3	5.3	30.5	28.6
	Learning Levels				
	A	B	C	D	E
Talk about job opportunities?	51.2	69.0	52.6	61.0	28.6
Talk about the student's personal problems?	24.4	57.6	31.6	18.6	14.3
Talk about activities at your site?	56.1	83.3	52.6	62.7	39.3

	A	B	C	D	E
Tutor in an academic area?	17.1	9.5	21.1	18.6	10.7
Evaluate individual student's assignments?	34.1	64.3	47.4	39.0	21.4
Assist students in non-job-related assignments?	14.6	19.0	26.3	16.9	14.3
Supervise students to perform a specific job-related task at your site?	48.8	85.4	52.6	61.0	21.4
Help plan student assignments?	29.3	38.1	42.1	37.3	14.3

3. How did you first become involved with the program? (Check appropriate response.)

	A	B	C	D	E
Program personnel contacted me about the program	63.4	69.0	63.2	67.2	53.6
A student talked to me about the program	17.1	4.8	26.3	5.2	32.1
Another employer talked to me about the program	2.4	2.4		3.4	
Company personnel talked to me about the program	9.8	14.3	5.3	12.1	7.1

4. Did the program staff provide you with enough information to help you direct student activities at you site?

Yes	87.5	94.9	100.0	89.7	82.1

5. Would you recommend to a potential employer or resource person that he/she also become involved with the program?

Yes	100.0	92.9	100.0	85.2	96.4

		Mean Responses (on a scale of 1 to 5)				
		A	B	C	D	E
6.	In general, do you think the EBCE students you have worked with have benefited by being at your site? (Circle the appropriate number from 1 (definitely no) to 5 (definitely yes))	3.5	3.8	3.9	3.8	4.0
7.	In general, do you think the students you have worked with are really interested in learning new things?	3.9	3.8	4.5	3.6	4.3
8.	Do you receive adequate feedback about what happens to the students after they leave your site? (Circle a number from 1 (never) to 5 (always))	2.4	NA	2.2	2.1	1.9
9.	Do you receive adequate feedback about the effectiveness of your work with the students?	2.4	2.8	2.3	2.1	2.7
10.	How have employees at your site reacted to your agency's participation in EBCE? (Check one)					
	Positive reaction	72.5	61.0	55.6	53.4	71.4
	Negative reaction		2.4		3.4	
	Mixed reaction	20.0	29.3	16.7	31.0	10.7
	No reaction	5.0	2.4	11.1	5.2	3.6
	Not applicable	2.5	4.9	16.7	1.7	3.6
	Don't know				5.2	7.1
11.	In what ways (if any) have the employees at your site benefited? (Check one of more appropriate responses).	4.9	9.5	5.3	10.2	7.1
	They haven't benefited	4.9	9.5	5.3	10.2	7.1
	Increased their awareness of youth	58.5	57.1	52.6	50.8	60.7
	Motivated the regular employees to further training	17.1	4.8	10.5	8.5	7.1
	Reduced their workload	24.4	40.5	15.8	20.3	7.1
	Increased interest in their own work	26.8	14.3	21.1	22.0	21.4
	I don't know	2.4	4.8	5.3	18.6	10.7

		Mean Responses (on a scale of 1 to 5)				
		A	B	C	D	E
12.	Do you plan to continue participating in the EBCE program next year? (Check yes or no)					
	Yes	97.4	87.5	94.7	84.2	100.0
	Why? (Check one or more of the reasons below.)					
	Program is worthwhile	87.8	71.4	94.7	66.1	92.9
	I like the people involved	48.8	42.9	68.4	37.3	50.0
	My participation is a community service	48.8	50.0	52.6	50.8	78.6
	It is challenging to me	29.3	28.6	31.6	25.4	32.1
	I have had problems with the staff					
	I have had problems with the students	2.4	2.4	5.3		3.6
	The program is not effective	2.4			5.1	
	I don't have time	2.4	2.4	5.3	6.8	7.1
13.	What do you think are the greatest strengths of the program? (Check one or more reasons.)					
	Good alternative to a regular high school program	48.8	45.2	47.4	35.6	25.0
	Quality of the staff	14.6	19.0	21.1	11.9	10.7
	Students learn about a variety of careers	87.8	81.0	68.4	66.1	82.1
	Students learn about real life situations	80.5	83.3	84.2	66.1	78.6
	Good way of getting students to learn	39.0	40.5	36.8	23.7	21.4
	Experience in working with adults	65.9	61.9	36.8	64.4	60.7

	A	B	C	D	E
14. What do you think are the greatest weaknesses of the program? (Check one or more reasons.)					
Some students can't handle the freedom	39.0	50.0	42.1	42.4	25.0
Problems in the organization of the program	2.4	4.8	15.8	13.6	10.7
Students not receiving sufficient training	12.2	21.4	15.8	22.0	14.3
Inadequate supervision of students on job sites	7.3	19.0	5.3	3.4	10.7
Too much paperwork	7.3	7.1	5.3	1.7	3.6
Lack of feedback about students	24.4		36.8	40.7	42.9
May be too difficult/technical for some students				16.9	25.0
15. How many students would your site be able to handle at one time for a career exploration?					
One student	67.5	80.6	62.5	53.7	32.1
Two students	27.5	32.3	31.3	31.5	39.3
Three to five students	5.0	6.5	6.3	13.0	25.0
Six to eight students		3.2			3.6
More than eight students		3.2		1.9	
16. What do you feel students are able to learn on job sites that they could not learn as well in a regular school classroom? (Check one or more reasons.)					
First hand knowledge of demands in a "real world"	87.8	85.7	78.9	83.1	92.9
Working with other people	63.4	73.8	52.6	72.9	67.9

	A	B	C	D	E
On-the-job skills	78.0	73.8	31.6	74.6	32.1
Self-discipline	63.4	57.1	36.8	30.5	42.9
Motivation to learn	61.0	47.6	52.6	45.8	46.4
Nothing				1.7	

Appendix G

EBCE PROGRAM PARENT OPINION SURVEY RESPONSES

1. How well do you feel the EBCE Program compares overall with the past school experiences of your daughter or son?

Much Worse				*Much Better*
1	2	3	4	5
		5	14	23

2. If you had it to do over again, would you want your son or daughter to participate in the EBCE Program?

Definitely No				*Definitely Yes*
1	2	3	4	5
1	2	3	9	28

3. How well do you think your son or daughter likes the EBCE Program compared with past school experiences?

Much Worse				*Much Better*
1	2	3	4	5
	2	4	13	24

4. Have you received enough information about your son or daughter's progress in the EBCE Program?

Definitely No				*Definitely Yes*
1	2	3	4	5
1	3	2	18	19

5. About how often have you had any contact with any EBCE Program staff members?

Almost Never				*Very Frequently*
1	2	3	4	5
4	4	20	10	5

*These numbers represent the number of parents giving this response out of 45 parents from three pilot sites.

6. In comparison with regular classes how much opportunity did the EBCE Program provide your daughter or son for learning about occupations?

Much Less		*About the Same*		*Much More*
1	2	3	4	5
1			6	36

7. What effect, if any, has the EBCE Program had on helping your son or daughter form career plans?

Definitely Bad		*No Effect*		*Definitely Good*
1	2	3	4	5
1	5		17	19

8. In comparison with regular classes how much opportunity did the EBCE Program provide your daughter or son for general learning (i.e., Basic Skills and Life Skills)?

Much Less		*About the Same*		*Much More*
1	2	3	4	5
2	5		22	13

9. In comparison with past experiences in regular classes how motivated is your daughter or son to learn in the EBCE Program?

Much Less		*About the Same*		*Much More*
1	2	3	4	5
1	5		22	15

10. Before entering the EBCE Program, how often did your son or daughter talk to you about what was going on in regular classes?

Almost Never				*Almost Daily*
1	2	3	4	5
11	13	8	8	1

11. How often does your son or daughter talk to you about what's going on in the EBCE Program?

Almost Never				*Almost Daily*
1	2	3	4	5
2	3	6	16	15

12. How many meetings have you attended during this school year where other parents of EBCE students were present?

None	1	2	3	4 or more
2	14	2	3	

13. What do you think are the greatest <u>weaknesses</u> of the EBCE Program? *(Check any of the following which are applicable.)*

- [27] Some students can't handle the freedom
- [3] Problems in the organization/staffing of the program
- [2] Students not receiving sufficient training in basic skills or survival skills
- [1] Inadequate supervision of students on job sites
- [3] Lack of a variety of job sites to meet students' interests (this response used only at one site)

14. What do you think are the greatest <u>strengths</u> of the EBCE Program? *(Check any of the following which are applicable.)*

- [26] 1. Good alternative to a regular school program
- [20] 2. Quality of the staff
- [33] 3. Students learn about a variety of careers
- [32] 4. Students learn about "real life" situations and responsibility
- [18] 5. Good way of getting students to learn
- [35] 6. Experience in working with adults
- [6] 7. Individual treatment of students (this response used only at one site)

15. What <u>positive</u> changes, if any, have you noticed in your son or daughter that you feel are a result of participation in the EBCE Program? *(Check one or more of the following.)*

- [20] 1. Greater maturity or self direction
- [22] 2. Better able to relate to others
- [29] 3. Greater self confidence
- [9] 4. Clearer direction about his/her future
- [12] 5. More interested in education
- [24] 6. Better understanding of jobs
- [16] 7. Improvement in basic skills
- [6] 8. More realistic attitudes toward life, work, etc.
- [1] 9. None (this response used only at one site)

16. What <u>negative</u> changes, if any, have you noticed in your son or daughter that you feel are a result of participation in the EBCE Program? *(Check one or more of the following.)*

- [5] Less interested in education
- [3] Less interested in working
- [6] More critical of others
- [0] Disappointed with the program (this response used only at one site)
- [24]

17. What types of knowledge, skills or attitudes have your son or daughter acquired in the EBCE Program that you feel he or she would not have gotten from a regular high school program? *(Check one or more of the following.)*

- [30] First-hand knowledge of demands in a "real world"
- [35] Working with other people
- [31] On-the-job skills
- [23] Self-discipline
- [19] Motivation to learn
- [2] Nothing

18. What changes, if any, would you recommend in the EBCE Program?

18. What changes, if any, would you recommend in the EBCE Program?

Sample of Direct Quotes from Parents

1. The students should be required to use their time in the Center more effectively.

2. Keep this Program going so others have the same opportunities.

3. More attention to "classroom type" learning. Definite assignments when Journals and basic skills are in arrers. Progress reports are very vague.

4. Staff development--Better understanding of adolescent behavior. Curriculum development--Greater use of subject specialists and curriculum competencies in basic skills as well as applications.

5. I am very satisfied with the Program. I feel my son would have dropped out of school had he not attended this Program. My son is very immature for his age and has had a very bad education in regular school programs. From second grade on he has been let do as he pleases, no motivation to learn, just a place to have fun. All this changed in this Program. It's a shame kids have to wait until 11th year to get the message.

   Keep up the outstanding EBCE Program!

6. I would suggest that this program be made more understandable to parents who do not have children in EBCE at this time; as the overall outlook on this Program is that it is not worth keeping and I thoroughly disagree with this; as I have seen the outcome of the students that have come out of EBCE they seem self-assured and have a much better idea of what they want to do with their lives. I am very pleased with the efforts of the teachers who have worked so hard to make this such a worthwhile Program.

Appendix H

EBCE STAFF QUESTIONNAIRE RESPONSES

(N=19)

1. Listed below are major learning activities used in one or more EBCE programs. Please rate each, first in terms of how important you feel it is for EBCE students, and secondly in terms of how effective you feel it has been this year. Some activities may be considered important, but not producing effective results while others may be considered very effective but of low importance. If the activity is not used in your project, please circle NA for not applicable. Circle 1 for not important or not effective to 5 for highly important or highly effective.

Learning Activities	How Important (Not Imp. 1 2 3 4 5 Highly Imp.)	How Effective (Not Eff. 1 2 3 4 5 Highly Eff.)	NA
a. Student orientation	- - 1 4 14	- 1 7 4 - -	
b. Student Accountability System	- - 1 - 18	- 2 13 4 - -	
c. Student negotiation	- - - 5 14	1 1 8 7 2 -	
d. Predesigned projects	- - 5 7 7	- 1 7 8 3 -	
e. Negotiated projects	- - - 4 13	- 1 3 4 9 2	
f. Student journals	- 1 2 5 11	- 3 4 5 7 -	
g. Competencies	- - 1 3 14	- 1 3 7 7 1	
h. Career explorations	- 1 - 3 15	1 1 2 6 9 -	
i. Learning level process	1 - 3 5 10	1 - 6 5 7 -	
j. Special placements	- 2 2 8 3	1 1 5 7 1 3	
k. ILA Materials	1 - - - 2	1 1 - 1 - 13	
l. Employer seminars	- - 3 7 6	1 2 4 3 3 5	
m. Student retreat	2 1 3 3 -	2 1 3 - - 12	
n. Group activities (e.g., cadres)	1 - 1 5 5	2 1 3 4 1 6	

*Figures indicate the number of staff who have selected specific ratings out of 19 staff from 4 pilot sites. At the fifth site, staff were interviewed rather than administered a questionnaire.

On the grid below please indicate how helpful you feel EBCE experiences have been in helping students to do each of the following: (Circle 1 to 5 for each statement)

		Very Helpful				Of Little or No Help
		5	4	3	2	1
2.	Solve problems logically.	4	8	5	2	-
3.	Understand the role of science in our society today.	1	4	10	2	2
4.	Understand more about themselves.	9	6	-	2	2
5.	Get along with others.	6	6	2	3	2
6.	Understand the democratic process.	-	12	5	2	-
7.	Develop their own creativity.	2	6	9	2	-
8.	Learn how their interests and abilities fit into potential careers.	9	5	-	1	4
9.	Learn how society's values, the government and the economy affect the world of work.	3	11	3	2	-
10.	Learn to analyze potential jobs.	7	6	3	1	2
11.	Learn how to find and keep a job.	6	9	1	2	1
12.	Learn the basic skills necessary for the careers that interest them.	5	8	4	1	1
13.	Improve their reading skills.	1	4	7	6	1
14.	Improve their math skills.	2	3	7	6	1
15.	Improve their oral communication skills.	8	6	2	3	-
16.	Improve their written communication skills.	5	8	4	2	1
17.	Know what level of basic skills proficiency is required in the jobs of interest to them.	4	8	4	2	1
18.	Gain confidence in their ability to apply basic skills to complete tasks and to solve problems around them.	1	14	3	1	-
19.	Become acquainted with a broad range of resources to use in gathering information for work and decision making.	3	8	6	1	1
20.	Communicate comfortably with adults.	9	4	2	1	3
21.	Take responsibility for their own actions.	5	6	5	5	-
22.	Become more open to ideas and values different from their own.	4	7	5	2	1
23.	Use information obtained through direct experiences in making decisions.	2	9	5	3	-
24.	Feel prepared to accept adult responsibilities.	1	10	5	3	-

The following represents responses from all sites to the nine open-ended items contained in the Staff Questionnaire. Categories for scoring the responses to these open-ended items were developed by NWREL evaluation staff.

25. What factors, if any, have you seen this year that are contributing in a major way to the success of the EBCE program?

- *Support for or by school administration (4 people)*
- *Support from the community (2 people)*
- *Cooperation among EBCE staff (8 people)*
- *Highly motivated students (5 people)*
- *EBCE staff relationships with the students (2 people)*
- *Cooperation from non-EBCE staff (2 people)*

26. What obstacles, if any, have you seen this year that are limiting the success of the EBCE program?

- *Insufficient staff/staff spread too thinly (2 people)*
- *Inadequate student accountability system (3 people)*
- *Too many students (1 person)*
- *Inexperienced EBCE staff (1 person)*
- *Over use of sites (2 people)*
- *Lack of cooperation from some in-building teachers (1 person)*
- *Lack of team cohesiveness among EBCE staff (2 people)*

27. In what areas do you feel EBCE students have made the greatest growth this year? Why?

- *Ability to communicate with adults (6 people)*
- *Learning about responsibility with reference to their school work and job site involvement (4 people)*
- *Gaining self-confidence (4 people)*
- *Learning verbal or non-verbal communication skills (1 person)*
- *Exposure to a variety of career options (7 people)*
- *Develop a sense of independence (1 person)*
- *Learning about themselves and how they relate to adults and their peers (2 people)*
- *Learning the importance of dependability (6 people)*

28. In what areas do you feel EBCE students have made the least growth this year? Why?

- *Basic skill areas such as math, reading, writing and spelling (11 people)*
- *Keeping up with regular school classes (1 person)*

29. What effects, if any, do you feel the EBCE program has had on the regular high school program? Why?

- *None (3 people)*
- *EBCE enriched the total school program by providing viable non-traditional learning alternatives to students (2 people)*
- *Developed a more serious attitude towards learning that students can transfer to regular school classes (2 people)*
- *Made teachers more aware of the importance of career education (2 people)*
- *Stimulated interest for career learning by both students and faculty alike (1 person)*
- *Due to lack of understanding of EBCE it was viewed as a rip-off by some staff (1 person)*

30. What effects, if any, do you feel the EBCE program has had on the community? Why?

- *Feeling of shared responsibility between school and community for educating students (4 people)*
- *Increased communications between business and school (5 people)*
- *Increased realization that the community is a vital learning resource (1 person)*
- *Created an awareness of student needs and interests in learning (2 people)*
- *Created an enthusiastic response from parents whose child had previously had problems in school (2 people)*
- *Brought the school and the community closer together (9 people)*

31. What changes, if any, would you suggest in the EBCE program for next year?

- *None (4 people)*
- *Rewrite projects in order to improve program components (1 person)*
- *Sponsor community participation in career oriented seminars (1 person)*
- *Decrease the amount of written work requirements (1 person)*
- *Involve fewer students in an attempt to create a more manageable program (2 people)*
- *Shorter daily hours spent at EBCE center (3 people)*

32. What types of technical assistance did you receive from NWREL?

- *Program management and organization (7 people)*
- *Utilization of employer/community resources (4 people)*

- *Use of student services (2 people)*
- *Instructional and curriculum development techniques (4 people)*
- *Development of a program evaluation design (5 people)*

33. What additional types of technical assistance, if any, did you request this year from NWREL that you did not receive?

- *None (13 people)*

APPENDIX I

EBCE ESSENTIAL CHARACTERISTICS CHECKLIST
SUMMARY FOR NWREL PART D SITES

This checklist is used to determine to what degree sites using the NWREL EBCE program have been able to implement that program's essential characteristics. It has proven useful as a monitoring tool for some project directors. Through its use they are able to compare areas that may have been neglected or omitted in the program's operation. The following is a summary and table of findings of the Part D sites' EBCE Essential Characteristics Checklists.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	M	SD
I. EBCE is an individualized program.																										
A. Ongoing staff assessment of student needs, interests and abilities in Basic Skills, Life Skills and Career Development	3	4	5	5	3	4	5	3	5	5	4	4	5	4	4	4	3	5	4	5	3	4	5	4	4.16	.76
B. Student participation	4	3	5	5	3	3	5	3	3	4	3	3	5	4	3	5	2	3	3	4	3	2	4	5	3.62	.96
C. Negotiation of projects	3	4	4	5	NA	4	5	4	4	3	4	5	3	3	5	5	2	5	5	4	5	5	5	4	4.17	.88
D. Integration of experiences	3	4	5	5	NA	2	4	4	5	5	4	5	5	3	4	4	2	5	4	5	5	4	4	4	4.13	.91
E. Accountability standards (a set of learning and behavioral expectations for students as members of the EBCE "[illegible]";	4	2	5	5	2	4	3	5	4	5	4	4	5	2	3	4	5	5	4	4	5	3	4	2	3.87	1.07
SUBTOTAL	17	17	24	25	8	17	22	19	21	22	19	21	23	16	19	22	14	23	20	22	21	18	22	19		
II. EBCE is a community-based program.																										
A. Community input into program planning and operation	4	5	5	5	5	3	2	4	2	4	3	2	3	4	3	3	2	4	4	4	3	5	5	5	3.70	1.08
B. Active role of the program advisory board	3	5	4	5	4	2	2	3	3	3	3	1	4	4	4	3	3	4	3	4	3	5	4	5	3.50	1.02
C. Community members involved in student learning	4	5	5	5	3	4	5	5	5	5	5	5	4	5	5	5	1	5	4	5	3	4	4	5	4.41	.97
D. Provision for community instructor training	2	3	3	2	2	1	2	5	3	3	1	2	4	2	3	2	3	5	2	2	1	3	3	2	2.54	1.06
SUBTOTAL	13	18	17	17	14	10	11	17	13	15	12	10	15	15	15	13	9	18	13	15	10	17	16	17		

EBCE ESSENTIAL CHARACTERISTICS CHECKLIST
(continued)

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	M	SD
III. EBCE is an experience-based program and is built from the career activities of adults.																										
A. Lifelike learning	5	5	4	5	2	3	4	4	5	5	5	5	3	3	4	4	5	4	3	5	3	4	5	5	4.16	.91
B. Student active planning	5	5	5	3	2	4	5	5	5	4	5	4	3	2	4	5	3	5	5	5	5	4	4	5	4.25	.98
C. Utilization of community resources for learning	5	4	4	4	2	3	4	5	5	3	4	5	3	3	5	5	3	4	4	4	3	4	5	3	3.91	.88
D. Community learning activities	5	5	4	3	3	3	2	3	5	4	4	5	4	2	3	4	5	5	3	5	3	4	5	3	3.83	1.00
E. Reference is working adults	5	5	4	3	2	4	5	3	5	4	5	5	5	2	4	5	4	5	4	4	3	3	5	4	4.08	.97
F. Community potential assessed	5	4	3	5	3	3	3	2	4	4	4	5	4	4	3	3	4	5	4	4	3	5	3	3	3.75	.84
SUBTOTAL	30	28	24	23	14	20	23	22	29	24	27	29	22	16	23	26	24	28	23	27	20	24	27	23		
IV. EBCE must have its own identity and must be comprehensive and integrated.																										
A. Program determined by student learning plans	4	5	4	1	1	2	5	3	4	4	3	4	4	3	3	3	4	3	4	5	3	3	5	2	3.41	1.13
B. Clear program requirements	4	5	3	5	NA	2	3	5	5	4	4	5	5	3	5	5	5	5	4	5	5	3	5	2	4.21	1.04
C. Curriculum incl. BS, LS, CD	5	5	5	3	3	NA	5	5	4	5	5	5	5	4	5	5	2	5	5	5	5	5	4	5	4.56	.84
D. Survival competencies	4	5	3	1	1	1	5	5	5	5	4	5	5	2	5	5	1	5	5	3	5	5	4	3	3.83	1.55
E. Interrelatedness of curriculum areas and student learning	4	3	4	1	1	1	4	3	5	4	4	5	3	3	4	3	NA	4	3	4	3	4	2	3	3.26	1.13
SUBTOTAL	21	23	19	11	6	6	22	21	23	22	20	24	22	15	22	20	12	22	21	22	21	20	20	15		
V. The EBCE program places a major emphasis on the career development of students.																										
A. Variety of community learning situations available	5	5	5	5	3	4	4	5	5	5	5	4	5	4	5	4	5	5	4	5	5	5	5	5	4.66	.56
B. Non-paid learning sites	5	5	5	2	3	5	5	5	5	5	5	5	5	3	5	5	5	5	5	5	5	5	5	5	4.70	.80
C. Career decision making emphasis	5	4	5	5	4	5	5	3	5	5	5	4	5	5	5	5	5	4	4	5	5	4	4	5	4.62	.57
D. Student self-evaluation	4	4	5	5	3	5	5	3	4	5	5	4	5	4	4	5	4	4	5	5	5	5	5	5	4.50	.65
SUBTOTAL	19	18	20	17	13	19	19	16	19	20	20	17	20	16	19	19	19	19	17	20	20	19	19	20		

Appendix J

EBCE PROCESS CHECKLIST SUMMARY
FOR NWREL PART D SITES

The following tables are a summary of the EBCE Process Checklists. Sites have been separated into: a) Priority 1, reflecting those using the full EBCE model; b) Priority 2, reflecting those integrating EBCE with a career cluster program; and c) Priority 3, those integrating EBCE with a work experience program.

I. EBCE OBJECTIVES

Career Development	Sites	All Students	Some Students	No Students
1. Students will increase their knowledge of their own aptitudes, interests and abilities and apply this understanding to their potential career interests.	Priority 1	15	1	0
	Priority 2 and 3	7	0	0
2. Students will increase their knowledge of social, governmental and economic issues and trends in the world of work.	Priority 1	12	3	1
	Priority 2 and 3	4	3	0
3. Students will develop the general skills of job finding, job application, on-the-job negotiation and dependability necessary in daily work interactions.	Priority 1	15	0	1
	Priority 2 and 3	5	2	0
4. Students will analyze potential careers for financial and psychological inducements, preparation needs and preparation programs available.	Priority 1	13	3	0
	Priority 2 and 3	4	3	0
Basic Skills	Priority 1	9	6	1
5. Students will improve in their performance level of fundamental basic skills (reading, writing, oral communication and mathematics).	Priority 2 and 3	3	2	2
6. Students will be able to perform applied skill tasks related to careers of interest to them.	Priority 1	8	7	1
	Priority 2 and 3	2	3	1
7. Students will become aware of the level of basic skills needed to enter careers of interest to them and will understand the relationship of that level to their current basic skills proficiency.	Priority 1	12	4	0
	Priority 2 and 3	5	2	0
8. Students will demonstrate an increased willingness to apply basic skills to work tasks and to everyday problems.	Priority 1	12	3	1
	Priority 2 and 3	3	4	0

Experiential Outcomes	Sites	All Students	Some Students	No Students
9. Students will broaden the range of sources they use (people, events, institutions, laws, books, etc.) in gathering information for work and decision making.	Priority 1	15	1	0
	Priority 2 and 3	6	1	0
10. Students will demonstrate the ability to conduct conversation with an adult that reveals that student's self-confidence and understanding of the other person's message and feelings.	Priority 1	13	2	1
	Priority 2 and 3	4	3	0
11. Students will demonstrate an increase in self-initiated behaviors and in assuming responsibility for carrying out and evaluating tasks which they agree to complete.	Priority 1	14	2	0
	Priority 2 and 3	3	3	1
12. Students will demonstrate an increase in behaviors that reveal a tolerance for people and institutions having different values, ideas or background than themselves; an openness to change and a willingness to trust others when circumstances warrant.	Priority 1	12	4	0
	Priority 2 and 3	4	3	0
13. Students will include data from their total sensory system as part of their input into their decision-making processes.	* Priority 1	7	7	1
	Priority 2 and 3	5	2	0
14. Students will be able to assume adult responsibilities and relationships in a positive and self-confident manner.	* Priority 1	10	5	0
	Priority 2 and 3	4	3	0
15. Students who select a career area to pursue will acquire specific job skills while at employer sites related to their career area.	* Priority 1	3	10	2
	Priority 2 and 3	2	5	0
16. Other outcomes.	Priority 1	2	0	0
	Priority 2 and 3	1	0	0

*1--no answer

II. MANAGEMENT AND ORGANIZATION PROCESSES

	Sites	Approved in Writing	Verbally Approved	Not Approved
1. Has the district school board approved the project?	Priority 1	15	1	0
	Priority 2 and 3	6	1	0
2. Has the state department of education approved the project?	Priority 1	12	4	0
	Priority 2 and 3	7	1	0

	Sites	Yes	Meets Most Requirements	No
3. Does the project meet all legal and fair labor practice requirements?	Priority 1	15	Some	0
	Priority 2 and 3	7	0	0

4. Are the following staff roles being used? (Check those roles actually defined and used.)

Sites	Project Director	Learning Manager	Employer Relations Specialist	Learning Resource Specialist	Student Coordinator	Learning Assistant	Aides	Others
Priority 1	14	13	12	4	4	2	7	6
Priority 2 and 3	7	6	6	2	3	1	1	1

III. CURRICULUM AND INSTRUCTION PROCESSES

Competencies	Sites	Required	Optional	Used Differently Than In The Handbook	Not Used
1. Transact business on a credit basis	Priority 1	13	3	5	0
	Priority 2 and 3	0	4	1	2
2. Maintain checking account	Priority 1	12	3	4	1
	Priority 2 and 3	1	3	1	2
3. Provide adequate insurance for yourself, family and possessions	Priority 1	12	3	3	1
	Priority 2 and 3	0	3	0	4
4. File state and federal taxes	Priority 1	10	3	2	2
	Priority 2 and 3	0	3	1	3
5. Budget time and money effectively	Priority 1	10	3	3	2
	Priority 2 and 3	1	3	2	2
6. Maintain good physical health and make effective use of leisure time	Priority 1	8	3	3	3
	Priority 2 and 3	1	4	1	2
7. Respond appropriately to fire, police and physical health emergencies	Priority 1	10	2	3	3
	Priority 2 and 3	0	3	2	2
8. Participate in the electoral process	Priority 1	10	1	2	3
	Priority 2 and 3	0	3	2	2
9. Understand the basic structure and function of local government	Priority 1	9	2	4	3
	Priority 2 and 3	0	3	2	2

Competencies (cont.)	Sites	Required	Optional	Used Differently Than In The Handbook	Not Used
10. Explain personal legal rights	Priority 1	10	1	3	4
	Priority 2 and 3	1	1	1	3
11. Make appropriate use of public agencies	Priority 1	10	3	4	2
	Priority 2 and 3	0	2	1	4
12. Make application for employment and successfully hold a job	Priority 1	10	2	3	3
	Priority 2 and 3	1	3	1	2
13. Operate and maintain an automobile	Priority 1	10	3	3	3
	Priority 2 and 3	0	3	1	2
14. Other competencies	Priority 1	5	1	0	0
	Priority 2 and 3	0	2	0	0
Student Projects	Priority 1	6	5	2	1
1. Creative development predesigned project	Priority 2 and 3	1	2	1	3
2. Creative development individual project	Priority 1	6	4	2	1
	Priority 2 and 3	0	2	0	3
3. Critical thinking predesigned project	Priority 1	10	2	2	0
	Priority 2 and 3	2	2	2	2
4. Critical thinking individual project	Priority 1	5	4	2	0
	Priority 2 and 3	0	1	2	3

Student Projects (cont.)	Sites	Required	Optional	Used Differently Than In The Handbook	Not Used
5. Functional citizenship predesigned project	Priority 1	7	4	3	1
	Priority 2 and 3	1	3	1	3
6. Functional citizenship individual project	Priority 1	5	3	2	2
	Priority 2 and 3	0	6	0	0
7. Personal/social development predesigned project	Priority 1	8	4	0	2
	Priority 2 and 3	1	2	1	3
8. Personal/social development individual project	Priority 1	5	2	1	2
	Priority 2 and 3	0	2	0	3
9. Science predesigned project	Priority 1	6	6	0	2
	Priority 2 and 3	0	2	0	3
10. Science individual project	Priority 1	4	4	1	2
	Priority 2 and 3	0	2	0	3
11. Others	Priority 1	1	0	0	0
	Priority 2 and 3	1	0	0	0

Questions 2. and 3.--*do not lend themselves to format being utilized*

Exploration Package	Sites	Required Of All Students	Required Of Some Students	Optional	Used Differently Than In The Handbook
1. Are the exploration packages--	Priority 1	16	0	0	2
	Priority 2 and 3	3	2	1	0
2. *Doesn't fit into format*					

	Sites	EBCE Staff	The Student	Staff And Student Jointly	Other
3. Who selects the exploration sites for an individual student?	Priority 1	0	1	15	0
	Priority 2 and 3	0	1	5	0
4. *Doesn't fit into format*					

Learning Level Process	Sites	Required Of All Students	Required Of Some Students	Optional	Used Differently Than In The Handbook
1. Are learning levels--	Priority 1	11	1	1	1
	Priority 2 and 3	2	0	2	2
2., 3. *Don't fit format*					

Student Journals

1. What are the primary purposes served by the journals?

Sites	Analyzing and Integrating Career Awareness Information	Developing Communications Skills	Helping Students Know Themselves Better	Developing Trust Relationships With an Adult	Other
Priority 1	7	12	14	12	4
Priority 2 and 3	1	3	4	4	0

	Sites	Required	Optional	Used Differently Than In The Handbook	Not Used
2. Are student journals--	Priority 1	16	0	0	0
	Priority 2 and 3	0	1	1	0

	Sites	Daily	Weekly	Biweekly	Monthly	Other
3. Approximately how often are students required to write journal entries?	Priority 1	4	10	1	0	0
	Priority 2 and 3	1	5	0	0	0
4. How often are students required to turn in their journals to a staff member?	Priority 1	0	15	0	0	0
	Priority 2 and 3	0	4	0	1	0

Student Seminars by Employers

Doesn't fit into format.

Skill Building Level	Sites	Required	Optional	Used Differently Than In The Handbook	Not Used
1. Will skill building levels at employer sites be--	Priority 1	4	13	1	0
	Priority 2 and 3	0	3	0	1

	Sites	Yes	No
2. If skill building levels are an intended part of your program, have any students begun them yet?	Priority 1	3	12
	Priority 2 and 3	3	2

Special Placements	Sites	Yes	No
1. Are "special placements" of students at employer or community sites for Life Skills or Basic Skills an option within your program?	Priority 1	12	3
	Priority 2 and 3	3	1
2. If "special placements" are a part of your program, have any students begun them yet?	Priority 1	8	7
	Priority 2 and 3	3	1

Specific Curriculum Materials	Sites	Students	Students	Students
1. Individualized Learning for Adults (ILA) Basic Skills materials	Priority 1	1	2	11
	Priority 2 and 3	2	0	4
2. Career Information System (CIS)	Priority 1	2	1	9
	Priority 2 and 3	1	1	5
3. Other materials	Priority 1	5	5	0
	Priority 2 and 3	2	1	0

Program Completion Requirements

	Sites	Yes	No
1. Does your project have written program completion requirements that are clearly defined?	Priority 1	13	1
	Priority 2 and 3	4	2
2. If yes, are the requirements like those described on pages 52-53 of the NWREL EBCE Curriculum & Instruction handbook?	Priority 1	9	4
	Priority 2 and 3	1	0

IV. STUDENT SERVICES

Student Recruitment	Sites	Yes	No
1. Has student recruitment been aimed at a cross section of local high school students?	Priority 1	14	2
	Priority 2 and 3	6	1
2, 3, 4. *Do not fit into format.*			

Classes	Sites	Yes	No
1. Are students allowed to take classes at the local high school?	Priority 1	15	1
	Priority 2 and 3	6	0
2. Are students allowed to take classes at community colleges or other institutions?	Priority 1	12	4
	Priority 2 and 3	3	3
3. Are students allowed to take classes or courses at employer sites?	Priority 1	14	1
	Priority 2 and 3	4	2

Guidance	Sites	Yes	No
1. Is the guidance function shared by all professional staff members?	Priority 1	14	2
	Priority 2 and 3	5	1
2. Do staff members conduct student staffing sessions regularly to discuss the progress of each student?	Priority 1	14	1
	Priority 2 and 3	5	0

Accountability System	Sites	Yes	No
1. Does your project utilize a student accountability system with clearly defined expectations and consequences?	Priority 1	13	2
	Priority 2 and 3	4	3
2. If yes, does your accountability system work like that described on pages 77-91 of the Curriculum & Instruction handbook?	Priority 1	13	1
	Priority 2 and 3	1	3

School Year Action Zones	Sites	Yes	No
1. *Doesn't fit into format.*			
2. If you have action zones, are they organized like those described on pages 81-8. of the NWREL EBCE Curriculum & Instruction handbook?	Priority 1	10	4
	Priority 2 and 3	1	2

Assessment Forms	Sites	Required	Optional	Used Differently Than In The Handbook	Not Used
1. CTBS Reading & Arithmetic Subtests	Priority 1	11	0	1	3
	Priority 2 and 3	1	0	1	4
2. Basic Skills Prescription Pad	Priority 1	2	1	1	10
	Priority 2 and 3	0	1	0	4
3. Self Directed Search	Priority 1	8	2	1	3
	Priority 2 and 3	1	0	1	5
4. Student Attitude Questionnaire	Priority 1	9	0	0	5
	Priority 2 and 3	2	1	2	1
5. Semantic Differential	Priority 1	5	0	0	10
	Priority 2 and 3	0	0	1	5
6. Psychosocial Maturity Scale (Student Opinion Scale)	Priority 1	3	0	1	10
	Priority 2 and 3	0	0	1	5
7. Parent Opinion Survey	Priority 1	7	2	2	3
	Priority 2 and 3	0	1	2	4
8. Employer Opinion Survey	Priority 1	8	2	1	3
	Priority 2 and 3	0	1	3	2

Assessment Forms (cont.)	Sites	Required	Optional	Used Differently Than In The Handbook	Not Used
9. Student Application Form	Priority 1	13	0	1	1
	Priority 2 and 3	2	0	4	1
10. Staff Questionnaire	Priority 1	6	1	0	7
	Priority 2 and 3	0	0	2	4
11. End-of-Year Student Questionnaire	Priority 1	13	0	1	2
	Priority 2 and 3	0	2	2	3
12. Learning Site Analysis Form	Priority 1	10	2	2	2
	Priority 2 and 3	2	0	3	0
13. Skill Development Record	Priority 1	7	3	1	4
	Priority 2 and 3	0	1	2	3
14. Student Performance Review (by employers)	Priority 1	12	0	1	2
	Priority 2 and 3	2	1	2	0
15. Student Evaluation of Learning Site	Priority 1	12	0	1	2
	Priority 2 and 3	1	2	2	1
16. EBCE Record of Student Performance	Priority 1	13	0	0	2
	Priority 2 and 3	0	0	1	0
17. EBCE Student Experience Record	Priority 1	11	0	2	2
	Priority 2 and 3	1	1	1	2
18. Weekly Time Reports	Priority 1	12	0	2	2
	Priority 2 and 3	2	1	1	1
19. Student Profile Sheet	Priority 1	10	1	0	4
	Priority 2 and 3	1	0	1	3

Assessment Forms (cont.)	Sites	Required	Optional	Used Differently Than In The Handbook	Not Used
20. Accountability Write-Up Form	Priority 1	11	1	1	2
	Priority 2 and 3	1	1	0	4
21. Learning Site Utilization Form	Priority 1	8	0	1	6
	Priority 2 and 3	0	1	0	5
22. Maintenance Visit Record	Priority 1	8	0	2	6
	Priority 2 and 3	1	2	0	3
23. Zone Debriefing Form	Priority 1	9	1	1	3
	Priority 2 and 3	2	0	0	4
24. Predesigned Projects	Priority 1	11	1	1	2
	Priority 2 and 3	1	0	1	3